

Chicago Location: ISBE Video Conference Room, 14th Floor,
100 W. Randolph Street, Chicago, IL
Springfield Location: ISBE Video Conference Room, 3rd Floor,
100 N. First Street, Springfield, IL

This meeting will also be audio cast on the Internet at: www.isbe.net

January 17, 2018
10:30 a.m.

I. Roll Call/Pledge of Allegiance

A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

II. Public Participation

III. Resolution & Recognition

A. Burroughs Award Presentation *pp. 3*

IV. Presentations & Updates

A. Student Advisory Council Update

B. ESSA School Quality and Student Success Indicator Updates

1. P-2 Indicator *pp. 4-36*

2. Elementary and Middle Level Indicator *pp. 37-66*

3. College and Career Readiness Indicator *pp. 67-83*

V. FY19 Budget Discussion *pp. 84-116*

VI. Closed Session (as needed)

VII. Superintendent's Report - Consent Agenda

A. *Approval of Minutes

1. Plenary Minutes: December 13, 2017 *pp. 117-124*

B. *Rules for Initial Review

1. Part 203 (Low-Income Students Funds Plan) *pp. 125-132*

C. *Rules for Adoption

1. Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) *pp. 133-156*

2. Part 375 (Student Records) *pp. 157-169*

3. Part 425 (Voluntary Registration and Recognition of Nonpublic Schools) *pp. 170-174*

D. *Contracts & Grants Over \$1 Million

1. Contract Amendment for EMC Equipment, Maintenance, Support, and Services *pp. 175-177*

2. Amendment to the FY 2018 Agreement with UChicago Impact *pp. 178-180*

E. *Fiscal Year 2017 Financial Audit Report *pp. 181*

End of Consent Agenda

VIII. Release of 2016 Science Assessment Results *pp. 182-192*

IX. Discussion Items

A. District Oversight Update

B. Legislative Update *pp. 193-195*

C. ESSA Update

D. Other Items for Discussion

X. FY19 Budget Recommendation

XI. Announcements & Reports

- A. Superintendent's/Senior Staff Announcements
- B. Chairman's Report
- C. Member Reports

XII. Information Items

- A. ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net>*)

XIII. Adjourn

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

NOTE: Chairman Meeks may call for a break in the meeting as necessary in order for the Board to go into closed session.

Illinois State Board of Education Resolution



Honoring Gregory T. Ignoffo January 2018

WHEREAS, Gregory T. Ignoffo has served on the Leyden Community High School District Board for 18 years, 12 of those years as president, and is motivated to do what is best for the district's students.

WHEREAS, Greg led the district to be one of the first three school districts in the country to implement a 1:1 technology initiative. Recently, the district noticed many students had the need for internet access at home. As a result, the district partnered with Sprint's ConnectEd Initiative to secure WiFi hotspots for students without connectivity in their homes. Also, all new school buses purchased by the district have WiFi access.

WHEREAS, Greg is committed to continuous school improvement with the goal of increased student achievement. The district pursued AdvancED District Accreditation during the 2008-09 school year and became only the second district in Illinois to achieve the distinction. The district's caring, supportive, professional learning community and associated resources and supports for students helped the district achieve accreditation.

WHEREAS, during Greg's board tenure District 212 has received many awards and recognitions, including College Board National Advanced Placement District of the Year (2014), Chicago Tribune Top 100 Workplaces (2015, 2016, 2017), National School Board Association Magna Award (2015), Digital Content and Curriculum Award—Center for Digital Education (2014), and District of Distinction—District Administration Magazine (2015);

WHEREAS, Greg recognizes and supports District 212's diverse student population. He has worked with the board to implement academic and social-emotional supports for all students, including Freshman Academy, ACCESS (a daily mentoring/orientation program for all freshman), Guided Study (an after-school tutoring program), literacy coaches, Online Credit Recovery, Math and Writing Centers, and Advanced Placement readiness programs.

WHEREAS, Greg began the process of seeking stakeholder feedback and engaging with the community to prioritize the future needs of the district when it became clear that a long-term plan for the district and its facilities was needed. A five-year, \$80 million construction project was developed. The majority of the plan will be complete in 2019. Students will experience new cafeterias and common areas, a new fine arts wing with practice rooms, and a new aquatics center and fitness center serving the district and community. Further, a new day care and preschool facility will serve as a learning lab where students can earn industry child care credentials and a child care facility for staff and the community. New innovative classroom spaces will include a state-of-the-art Advanced Manufacturing/CNC classroom, a Business Incubator Edu program, flexible interdisciplinary classrooms, outdoor learning courtyards, and more.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education recognizes Gregory T. Ignoffo on this 17th day of January 2018 for his leadership and dedication to the field of education. Congratulations on receiving the Thomas Lay Burroughs Outstanding School Board President award for 2017.

James T. Meeks, Board Chair

Eligio Pimentel, Vice Chair

Cesilie Price, Secretary

Lula Ford, Member

Craig Lindvahl, Member

Ruth Cross, Member

Kevin Settle, Member

Susie Morrison, Member

December 31, 2017

ESSA P-2 Indicator Working Group Report

Introduction

The P-2 Indicator Working Group was charged with recommending to the Illinois State Board of Education (ISBE) an indicator or indicators to place weight on the P-2 years in Illinois' accountability formula. The Every Student Succeeds Act (ESSA) requires states to have a measure of school quality in their accountability system, and ISBE has chosen to include a measure of P-2 quality—which signals to districts the importance of those years. ESSA has strict requirements for indicators to be included in the formula. The working group's charge is to recommend indicators that comply with those requirements.

The P-2 Indicator Working Group consisted of district and school administrators, teacher leaders, support personnel, and members from Illinois education research, policy, and advocacy groups. The P-2 Indicator Working group was led by Elliot Regenstein. (See Appendix A for group members and schedule.)

The P-2 Indicator Working Group met monthly throughout the summer and fall of 2017. Group members participated in person in Chicago and Springfield locations that were linked together by video conference or they were able to participate by telephone conference. Meetings lasted an average of two hours each and meeting events, discussions, and decisions were captured in notes taken during each meeting.

Technical Criteria, Principles, and Values

ESSA Technical Criteria

The ESSA requirements for the technical criteria for the P-2 indicator include that it must be

- valid, reliable, and comparable across all local education agencies in the state;
- capable of being disaggregated for each student demographic group; and
- supported by research that high performance or improvement is likely to increase student learning or will aid in the meaningful differentiation of schools.

As specified in ESSA, academic indicators must be given considerably more weight than the school quality/student success indicators. ISBE currently recommends that 75% of the overall weight be placed on P-12 academic indicators while the remaining 25% be placed on school quality indicators. A specific breakdown of how this weight is distributed between P-8 and high school indicators is provided below:

- P-8 academic indicators 75%

- PARCC & DLM-AA (2018–19: ELA – 10%; Math—10%) (thereafter: ELA 7.5%; Math 7.5%)
- Growth: Linear Regression (50%)
- EL Proficiency (ACCESS) (5%)
- Science (2018–19: 0%) (thereafter: 5%)
- P-8 student quality indicators/student success indicators—25%
 - Chronic Absenteeism (10%)
 - Climate Survey (5%)
 - Fine Arts* (0%)
 - [P-2] (5%)
 - [Elementary/Middle Indicator] (5%)
- High school academic indicators—75%
 - SAT (2018–19: ELA—10%; Math 10%) (thereafter: ELA 7.5%; Math 7.5%)
 - Graduation (4-, 5-, and 6-year rate) (50%)
 - EL Proficiency (ACCESS) (5%)
 - Science (2018–19: 0%) (thereafter: 5%)
- High school student quality/student success indicators—25%
 - Chronic Absenteeism (7.5%)
 - 9th grade on track (6.25%)
 - College and Career Ready Indicator (6.25%)
 - Climate Survey (5%)
 - Fine Arts* (0%)

Principles

In addition to the ESSA technical criteria for indicators, the P-2 group and 3-8 group jointly considered the following principles to guide their recommendations:

- The accountability system represents a method of articulating what is important to us in defining a successful school. It will necessarily be incomplete—many things that define a successful school are not easily measured, particularly in a manner compliant with ESSA—but that value is critical. The state’s definition of a high-quality education should be as continuous as possible from birth through the workforce.
- No accountability measure should drive bad educational practice. We believe the best of educators, and believe it is important for accountability indicators to encourage best practices in school administration and teaching.

- Social-emotional development is critically important, but that does not inevitably mean that social-emotional development should be included in the accountability system; the measurements of that development may not be appropriate for accountability purposes.
- Data collection is a burden. The accountability system should be cognizant of that, and any proposed new data collection should include attention to whether there are other burdens that could be reduced to free up the needed capacity.
- We are in uncharted territory. We approach this work humbly, with the goal of doing the best we can with the information we have, learning from experience (ours and that of other states), and revisiting our decisions over time.

The P-2 Working Group also decided to focus its efforts on determining quality indicators for K-2 due to the special nature of the research and testing that are unique to preschool education. The P-2 group endeavored to uphold the following principles when considering effective K-2 indicators:

- The accountability system should support a focus on the K-2 years as a critical part of the education continuum.
- In keeping with the idea of a continuum of accountability, the accountability system's focus in K-2 should provide a thoughtful bridge between the accountability system for the birth to five years (ExceleRate) and the accountability system for the years from third grade and up.
- Third grade tests represent the start of growth measurement in the 3-8 years, but they also represent the culmination of growth in prior years. It is important that the accountability system create the right incentives for third-grade scores.

Values

The P-2 Working Group began its work by articulating 17 critical values in P-2 education, with the idea that measurements for those years should reflect those values. The working group then considered each value individually to determine whether there is a measurable indicator of that value appropriate for inclusion in an accountability formula. The attached table (see Appendix B) summarizes the values identified by the working group, and then briefly notes the working group's initial thinking about whether or not the value can be reflected in the accountability formula.

Final Committee Recommendation

The P-2 Indicator Working Group's final recommendation focuses on three indicators: overweighting chronic absenteeism in the K-2 years, providing required services for K-2 dual language learners (DLLs), and participating in acceleration and enrichment:

- In schools without enough DLLs to meet minimum *n* size requirements, the group recommends that 5% of an elementary school's overall accountability be based on chronic absenteeism (as defined elsewhere in the ESSA plan) solely in the K-2 years, using the scoring method identified in the state's ESSA plan (pages 74–75).
- In schools that do have a sufficient number of DLL students to meet minimum *n* size requirements, 2% of the school's overall accountability should be based on an

overweighting of chronic absenteeism, and 3% should be based on whether or not the school provided needed services to DLLs. More detail on what is meant by “providing needed services” is included in a briefing paper prepared for the group by the Latino Policy Forum. (See Appendix C for a copy of the briefing paper.) The group’s recommendation is that schools receive all three points for providing required services to 90% of eligible DLLs, and 1 point for providing required services to 75% of eligible DLLs. Two important points discussed in the group:

- This indicator is meant to be a reinforcement of existing requirements on school districts, and not a new requirement.
- Districts and schools should have flexibility in providing required services through cooperative arrangements where appropriate. The group’s understanding is that required services can be provided in a variety of settings, not limited to district facilities; the fact that the district is required to ensure that services are provided does not mean that the services must be provided by the district itself.
- The group recommends that participation in acceleration and enrichment in the K-2 years be added to the plan as an indicator worth 0% of the school’s overall score. We respectfully request that the Illinois State Board of Education formally revisit this indicator after the 2019–20 school year after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

When the P-2 Working Group determined that a value could not be included in the accountability formula, we, in most cases, made recommendations for next steps to ensure that the excluded value is reflected elsewhere in the ESSA plan or in some other important Illinois policy. We felt strongly that these values are important and hope that many of them will be expressed on data dashboards and in the school improvement process (both in rubrics and as part of state-provided supports).

We recognize that there may be challenges to including some of the data on dashboards—for example, formative or diagnostic data may be used as summative data—but hope that ISBE and other entities will continue to look for ways to ensure that these values are represented in the ESSA plan and can be acted upon at the local level. We acknowledge that we have made numerous recommendations regarding data use, and while some of those can be addressed with data that are already collected, we are also aware that new data collections can be burdensome for schools. We ask ISBE to be sensitive in implementation to the potential cumulative effect of our recommendations. Additionally, it will be essential for the state to protect sensitive student and teacher information to prevent any adverse impact on children and professionals.

As with other groups that have made recommendations in the ESSA process, the P-2 Indicator Working Group felt strongly that it was not appropriate to use indicators that are primarily a proxy for resources.

We would ask the state board to review recommendations across K-2, 3-8, and College and Career Readiness to ensure that there is alignment in the system and the goals of the overall accountability system are maintained.

Our results drive home the fact that the state of the art in P-2 indicators needs greater development. The group felt a strong mismatch between what it values in P-2 education and what ESSA allows into the accountability formula. While in time adjustments to the ESSA accountability formula might improve the situation, the more fundamental issue is the need for better measurements of what occurs in the P-2 years. We hope that ISBE will be a voice for the development of better measures in the years to come. Moreover, we hope that ISBE will ensure that the state is thoughtful about the ongoing implementation of the K-2 indicator. We are very grateful to ISBE for taking this bold step forward, and we hope that in the years to come, ISBE will evaluate the impact of the indicator and consider options for updating and changing it—including drawing on the experiences of other states, where applicable. We recommend that ISBE convene another study group after the 2019–20 school year to revisit the P-2 indicator by evaluating any newly available data or reviewing indicators adopted by other states. Our hope is that the experience of the coming years will demonstrate the importance of this indicator, and that in future years the weight placed on the K-2 years in the accountability system will grow beyond the 5% currently allocated.

More broadly, our conversations raise important questions about the future of kindergarten in Illinois. Our primary recommendation is focused on improving attendance in kindergarten, which research shows is an important contributor to long-term student success. But while the great majority of Illinois' kindergarten-aged children are in fact enrolled in kindergarten, it is not compulsory. The state's new funding formula and the implementation of a K-2 indicator might present an occasion for the State Board and other stakeholders to discuss important questions about the state's policies relating to kindergarten. As a group, we offer no specific recommendations on what the outcome of those discussions should be, but many of our members will be interested in participating in those discussions should they occur.

Appendix A.

P-2 Indicator Working Group Members

Chair

Elliot Regenstein, Ounce of Prevention Fund
Paula Barajas, Teach Plus
Sara Boucek, Illinois Association of School Administrators
Lauren Burdette, Office of the Secretary of Education
Eric Calvert, Illinois Association for Gifted Children
Patricia Chamberlain, Early Childhood Committee of the Bilingual Advisory Council
Dave Deets, Illinois Principals Association
Roger Eddy, Illinois Association of School Boards, Statewide School Management Alliance
Shannon Ferholz, Illinois Association of Regional School Superintendents
Melissa Figueira, Advance Illinois
Jon Furr, Northern Illinois University
Aimee Galvin, Stand for Children
Becky Gill, Barrington Community Unit School District 220
Jennifer Garrison, Rural Schools Association
Jessica Handy, Stand for Children
Kurt Hilgendorf, Chicago Teachers Union
Charles Johns, Legislative Education Network of DuPage County
Melissa Kaczowski, Legislative Education Network of DuPage County
Jason Leahy, Illinois Principals Association Director
Ben Lee, Illinois Principals Association
Cathy Mannen, Illinois Federation of Teachers
Jim O'Connor, Advance Illinois
Kathy Olsen, ED-RED
Bethany Patten, Governor's Office of Early Childhood Development
Marleis Trover, Association of Illinois Rural and Small Schools
Jaclyn Vasquez, Erikson Institute
Kelly Voliva, Illinois Alliance of Administrators of Special Education
Paige Williams, Advance Illinois
Pam Witmer, Illinois Network of Charter Schools
Carolyn Welch, Illinois Association for Gifted Children

Illinois State Board of Education

Claudia Quezada, Innovation System Supports
Phyllis Bliven, Early Childhood
Lynn Burgett, Early Childhood
Jason Helfer, Teaching and Learning
Marci Johnson, Teaching and Learning
Gil Sanchez, Teaching and Learning
Melina Wright, Innovation Systems Supports

Members, Groups that Consulted with P-2 Indicator Working Group

Cindy Kazanis, Jeff Breshears, Jacqueline Matranga, and Brent Malicote, California Department of Education

Rebecca Vonderlack-Navarro, Latino Policy Forum

Eric Calvert and Carolyn Welch, Illinois Association for Gifted Children

The Council of Chief State School Officers and the Center on Enhancing Early Learning

Outcomes provided extensive assistance to the working group, producing discussion guides that were used to guide conversation on numerous specific potential indicators.

Midwest Comprehensive Center, AIR

Cheryl Harris, Project Lead

Jeremy Rasmussen, Notetaker

Dan Botting, Notetaker

Meredith Lukow, Notetaker

Corrin Pitluck, Notetaker

Meeting Dates

May 25 (Joint Meeting with 3-8)

June 22, 2017

July 6, 2017

August 10, 2017 (Joint Meeting with 3-8),

August 31, 2017

September 25, 2017

October 13, 2017

November 6, 2017

December 4, 2017

Appendix B

Table of Disposition of Values P-2 Working Group Considered for the Accountability Formula

Value	Recommend for Inclusion?	Rationale	Next Steps
Academic Achievement (Grades)	No	Including grades in the accountability formula would taint the grading process.	
Academic Achievement (Assessments)	No	Current K-2 assessments are not designed for accountability purposes, nor are they implemented in a manner appropriate for use in accountability systems. Schools do not want the burden of additional required assessments.	
Preschool Enrollment	No	Could not be measured in a manner that is consistent with ESSA requirements.	Continue to support expanded enrollment in preschool statewide, and particularly in schools with a diagnosed need for students entering kindergarten
Access to Social-Emotional Development	No	Could not be measured in a manner that is consistent with ESSA requirements.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric. ¹
Support for Kindergarten Transition	No	Could not be measured in a manner that is consistent with ESSA requirements.	P-20 Council's Kindergarten Transition Advisory Committee will make recommendations on this subject
Teacher Retention	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in Illinois Balanced Accountability Measures (IBAM) proposed school improvement rubric.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Teacher Mentorship Supports	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in IBAM-proposed school improvement rubric.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.

¹ Note: References to the “school improvement rubric” under “Next Steps” are to the version of the rubric ultimately adopted by ISBE to support its ongoing school improvement process (IL-EMPOWER), and reflect our goal that ISBE’s rubric reflect the values of the work group. References under “Rationale” to the “Illinois Balanced Accountability Measures (IBAM) proposed school improvement rubric” are to a draft rubric developed by IBAM that is currently being field-tested by ISBE.

Value	Recommend for Inclusion?	Rationale	Next Steps
Strong Leadership	No	Could not be measured in a manner that is consistent with ESSA requirements; already included in IBAM-proposed school improvement rubric.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Access to Resources	No	Could not be measured in a manner that is consistent with ESSA requirements; group specifically sought to avoid using metrics that were just a proxy for resource levels given long-standing inequities in Illinois school funding.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Child-Led Learning	No	Could not be measured in a manner that is consistent with ESSA requirements.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Skilled Instruction	No	Could not be measured in a manner that is consistent with ESSA requirements.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Inclusionary Practice	No	Could not be measured in a manner that is consistent with ESSA requirements; measurement could potentially create the wrong incentives.	Ensure that this value is reflected on data dashboards and in implementation of school improvement rubric.
Well-rounded curriculum	No	Not well enough defined and could not be measured in a manner that is consistent with ESSA requirements.	The group would like to see the state consider defining a “well-rounded curriculum” and providing better support for its implementation; this issue goes well beyond K-2, and the group acknowledged other efforts to ensure that this topic is more fully addressed at the state level.
Teacher/ Student Ratio (Class Size)	No	Too much of a proxy for available resources.	The group would like to see this data continue to be reported publicly as representing an important value.
Access to wraparound services	No	Could not be measured in a manner consistent with ESSA requirements.	The group would like to see continued exploration of how to measure these essential services, and would like to see this value reflected on data dashboards and in implementation of school improvement rubric.

Value	Recommend for Inclusion?	Rationale	Next Steps
Survey data	No	Survey data are already in the formula. The group considered recommending overweighting the K-2 years but did not believe that survey participation was an important enough value to warrant overweighting.	
Access to Enrichment and Acceleration	Yes, as a zero-weight indicator	<p>The Illinois Association for Gifted Children proposed the following indicator: Student Participation in Acceleration and/or Enrichment, with at least 5% of children K-2 participating in either acceleration or enrichment.¹ The group felt strongly that improved access to enrichment and acceleration is a value, and many members of the group appreciated that the indicator provided an avenue for low-resource schools to meet the needs of children who are capable of acceleration. Proponents of the indicator cited a desire to put pressure on districts and schools to engage in behaviors that would remedy a significant gap in access to enrichment. Opponents argued that the state does not have adequate data to assess the scope of this issue, and that there is still a possible correlation with poverty.</p> <p>The group also discussed the fact that the potential impact of this indicator will be affected by related conversations about the need for a broad curriculum and stronger arts education.</p>	<p>New state laws require the collection of data relating to access to enrichment and accelerated placements. The group reached a consensus that the new data should be included in the formula but that no weight should be attached to it at this time. Before reaching that consensus, the group was roughly evenly divided between proponents of including this indicator immediately as a weighted indicator and opponents of including the indicator.</p> <p>The group agreed that the issue of including this indicator in the accountability formula should be revisited in two years (after the 2019–20 school year) to discuss whether there are improvements needed in the data collection, and whether the indicator should then be included in the accountability formula.</p>
Dual language learners	Yes	The K-2 years are an extremely important developmental period for dual language learners, and data shows that DLLs are disproportionately represented in early childhood and the younger grades. Districts and schools are already required to provide specialized services to DLLs meeting certain established	The group recommends that the provision of required services to DLLs (as described above and in Appendix C) be included as 3% of the overall weight in districts and schools with an adequate <i>n</i> size of DLLs.

¹ The full proposal is available here:

https://docs.google.com/presentation/d/1JwJwKfXpVSL3IbgvJoGvZZnRUUFG3tyAsfWHx9jpdVw/edit#slide=id.g2a7f47f211_0_112.

Value	Recommend for Inclusion?	Rationale	Next Steps
		criteria, and to track data about that service provision. Including the indicator in the accountability formula will create added incentive for districts and schools to meet their obligations.	Districts/schools should receive the maximum possible score for providing service to more than 90% of DLLs, and 1 point for providing service to more than 75% of DLLs. Other indicators for DLLs may be reflected on data dashboards and in implementation of school improvement rubric.
Chronic absenteeism	Yes (Note: the IFT does not join in this recommendation, on the ground that chronic absenteeism is already included elsewhere in the state's ESSA plan.)	<p>Research shows that reducing chronic absenteeism in the early grades is correlated with improving numerous longer term outcomes valued in the ESSA plan.</p> <p>Strategies for reducing chronic absenteeism include activities that are consistent with key values identified by the group (such as wraparound services and family engagement).</p> <p>Overweighting K-2 chronic absenteeism places an additional focus on the K-2 years, which is particularly important given the absence of other indicators for those years.</p> <p>The group is aware that there are challenges with chronic absenteeism as a metric and hopes that ISBE will continue to study the impact of its inclusion in the accountability formula, and make any necessary adjustments in the future.</p>	The group's recommendation is to overweight chronic absenteeism in the K-2 years. In schools without enough dual language learners to meet the minimum <i>n</i> size for including that indicator, we recommend that 5% of an elementary school's overall accountability be based on chronic absenteeism (as defined elsewhere in the ESSA plan) solely in the K-2 years, using the scoring method identified in the state's ESSA plan (pages 74–75). In schools where the DLL indicator is in use, we recommend that the DLL indicator count for 3% and chronic absenteeism for 2%.

Appendix C

Addenda Submitted by Groups

K-2 Quality Indicator for the Illinois ESSA State Plan Considerations for English Learners, Prepared by the Latino Policy Forum

The youngest of Illinois learners are increasingly more linguistically and culturally diverse. Per Illinois census data, close to one-in-four public school children speak a language other than English in their homes. The number who identify as English Learners—close to one-in-ten students—has grown an astonishing 83 percent over the last 15 years and these students now reside in 85 of Illinois’ 102 counties. As the ESSA plan reduces the number of students necessary to form a subgroup from 30 to 20 students in a school, now 53% of Illinois schools will have an English Learner subgroup and be held accountable for their academic progress.

These students are overwhelming concentrated in early childhood and elementary grades. Research contends that early support for English Learners, in both their home language and the English language, is pivotal for long-term academic success. The K-2 quality indicator could be critical for ensuring that the state’s English Learners are receiving the necessary services as stipulated by Article 14C of the school code.

Recommendation:

- ✓ Develop an indicator that would report on the percentage of k-2 ELs receiving an adequate level of service according to English language proficiency assessment data. A school would receive points if at least 90 percent of their ELs are receiving adequate amount of service in k-2. (Note: ISBE requires all schools to report the number of EL students that are enrolled and the number of periods of instruction those students are receiving.) This indicator will incentivize schools to review MODEL and ACCESS data when determining the amount of service so that a student can make adequate progress in his/her English language development.

Kids receiving adequate level of EL services

Kids eligible for EL services = % of kids receiving recommended level of EL services based on test data (whether MODEL or ACCESS data).

(Full-time services includes 10 or more periods per week. This information is already uploaded to the Student Information System.)

- The recommendation is supported by longitudinal research which contends that language models that support or build the home language (i.e. dual language one-way or two-way or Transitional Bilingual Programs) outperform ESL pull-out interventions or programs where no English Learner services are provided. An English Learner can best benefit from services provided by dual language, Transitional Bilingual Programs, or Transitional Program of Instruction. In Transitional Program of Instruction programs can add resources in the native language, such as paraprofessionals, native language tutors, community volunteers, books in the native language, or digital resources.¹
- According the Illinois School Code, schools are responsible to provide TPI even if there is only one student enrolled. If there are no ELs enrolled in the school, then the school should receive full points.

¹ Collier, V. and W.P. Thomas (2004), “The Astounding Effectiveness of Dual Language Education for All,” NABE Journal of Research and Practice, 2:1. Accessed on October 24, 2017:

http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf

Collier, V. and W.P. Thomas (2007) “Predicting Second Language Academic Success in English Using the Prism Model.” Chapter 22 in Springer International Handbook of Education. Accessed on October 24, 2017:

<http://www.thomasandcollier.com/Predicting%20Second%20Language2.PDF>

- ISBE currently collects this student-level data by indicating the number of EL periods per week a student receives. A student is considered full-time if they receive ten or more classes per week. Adding this information to the accountability system would not require ISBE to change their current data collection processes.
- The data also corresponds with ESSA requirements: collected annually, valid and reliable, and can be disaggregated by subgroups. Illinois could use this data to determine which schools are providing the necessary levels of supports and services to English Learners.

FAQs

- **What existing data can give us a sense of the current landscape?**

All students entering Kindergarten coming from a home where a language other than English is spoken must be screened with the MODEL Assessment to determine eligibility for EL Services. The MODEL scores are uploaded to the ISBE Student Information System on a regular basis and are archived as part of the individual student assessment record. The amount of required EL services are determined by the MODEL Score (See DELL guidelines 2015). Children who do not require EL services are those who score as English proficient. (According to ILSC Article 14C a student must be assessed within 30 days after enrollment and scores must be uploaded.)

In addition, the Division of English Language Learning extracts EL student demographic data to generate the grant application for each school district. Each student generates funding for the district on a per pupil basis given the amount of service they receive, either full- or part-time. With the new EBM EL funding, ISBE will have to review whether part-time service is still an option. (EBM does not discuss part-time service.)

Given that ISBE will still continue to generate the EL allocations for each district under the EBM Model, based on EL enrollment, the data will be available. ISBE should consider how the data might be configured to generate the percentage of students receiving adequate services in K-2 based on their MODEL and subsequent ACCESS scores.

- **Is this indicator too much of a proxy for district resource levels (i.e. is this too correlated to a school's SES)?**

The services ELs receive in K-2 will directly affect their ability to make adequate growth to attain English proficiency within 5 years, which is already an ESSA indicator. The SES of the students has little to do with a school's ability to deliver instructional supports. This is especially true when the new EBM Model is implemented and allows even more funding for every EL child. In addition, ELs are entitled to federal Title I and Title III funding.

- **How can the formula account for schools and districts that do not have an adequate n size of ELs?**

According to statute, even if a school enrolls one EL student, that child is entitled to services based on his/her English proficiency. In cases of enrollments under 20, schools typically implement a TPI program, which is taught by an ESL endorsed teacher. In recent years IHE's have embedded the ESL endorsement in pre-service programs or have partnered with districts to offer graduate cohort classes for the licensed teachers. This has helped to boost the number of available qualified staff.

- **How will the indicator work for schools that do not have an EL population or less than 20?**

Schools without sufficient n size will not have that indicator included for the calculation of a summative designation.

Illinois Association for Gifted Children
Statement on Proposed P-2 and 3-8 School Quality Indicators

IAGC applauds the inclusion of the school quality indicator related to participation in enrichment programming and accelerated learning settings. The indicator sets basic targets for school districts that are consistent with ESSA's requirements that state plans address the needs of advanced students. Combined with planned changes to Illinois' academic growth model, the inclusion of this school quality indicator will help connect academic interventions for advanced students with learning outcomes, helping to shine a light on successful local practices.

IAGC believes that ISBE can further enhance the impact of this indicator by immediately giving it a "weight" of 2% in the overall school rating framework. The original intent of including indicators of school quality beyond test scores in the accountability framework was to present a more holistic view of schools and districts.

By only giving weight at grades 3-8 to an indicator based on chronic absenteeism, the school quality indicators for this grade band miss an opportunity to connect quality indicators for grades 3-8 with the focus on college and career readiness at grades 9-12. The path to college and career readiness does not begin in high school. Unfortunately, bright students from low-income and diverse backgrounds who lack access to appropriately challenging curriculum and talent-development oriented enrichment opportunities in the elementary and middle grades are at severe risk of underachievement and of placing into less rigorous coursework in high school compared to equally bright non-disadvantaged students. However, sustained participation in enrichment programming in elementary and middle school has been shown to increase likelihood of student participation and success in advanced high school coursework (VanTassel-Baska, 2007). The high school college and career readiness indicator includes a focus on participation in advanced coursework. The 3-8 school quality indicators should align with this concept, and the proposed indicator of participation in enrichment and accelerated placement would provide that alignment.

ESSA is, fundamentally, legislation focused on educational equity. Unlike NCLB, which focused on equity almost exclusively through a deficit-based lens, ESSA challenges states to address equity across the spectrum of achievement. There was broad consensus on the workgroup that expanding access to advanced learning opportunities should be a state priority. Weighting the proposed indicator at 2% would help close gaps in access to enrichment and acceleration by incentivizing schools to address equity holistically. On the flip side, many schools serving diverse and predominantly low-income populations already provide quality enrichment and acceleration opportunities. The accountability framework should help these schools tell their stories.

Further, giving weight to the indicator for participation in enrichment and acceleration is fair to schools. During school accountability workgroup meetings, members heard testimony from school leaders representing low-income communities, small rural schools, and large, diverse metropolitan districts who indicated the goals incorporated in this indicator were achievable and that the indicator would present a more well-rounded view of their schools to state and local stakeholders. Providing students with opportunities for acceleration and enrichment is arguably more within a school's zone of control and less correlated with poverty than is remedying chronic absenteeism. While schools may have limited opportunity to influence certain risk factors associated with chronic absenteeism, schools can take direct action to provide access to enrichment and

accelerated learning opportunities, especially given that there is often little cost to acceleration beyond initial assessment of student need. The indicator also allows for flexibility in developing enrichment options that meet local priorities.

While IAGC acknowledges that chronic absenteeism negatively influences academic and intellectual growth, the association believes that weighting chronic absenteeism as 10% of the overall district rating sufficiently recognizes its importance without also giving it the full additional weight of the elementary and middle school quality indicator (for a total of 15% of the summative rating at grades 3-8.)

Therefore, IAGC encourages ISBE to weight the acceleration and enrichment indicator, assigning 2% of the 5% reserved for 3-8 school quality indicator to this indicator. Weighting participation in enrichment and acceleration at 2% of the 3-8 school quality indicator initially leaves 3% for chronic absenteeism (for a total of 13% of the summative rating at grades 3-8). Down the road, that 3% represents room for future indicators that could be developed to operationalize the ESSA Plan goal of ensuring access to a “broad and rich curriculum” across the state. IAGC strongly supports the immediate weighting of the participation in acceleration and enrichment indicator at grades 3-8 due to the body of evidence demonstrating the positive outcomes of these interventions for advanced students in these grades. Additionally, including the enrichment and acceleration indicator supports the commitment of those involved in the ESSA accountability framework development process to incorporate additional important factors within the accountability system that allow schools to tell their stories and that capture appropriate opportunities being provided to students.

While IAGC also supports the immediate weighting of the P-2 indicator at 2%, it could be initially unweighted as recommended in order to gather more information at these early grades. However, if the indicator were to be weighted immediately at 2%, this would still allow room at grades P-2 to weight access to services for English learners at the level recommended by the P-2 workgroup. (IAGC, as an organization advocating for diverse students with exceptional learning needs, supports the recommendations of the P-2 workgroup and the Latino Policy Forum to give weight to the indicator related to access to appropriate services for dual language learners.)

With the passage of Illinois laws requiring districts to allow accelerated placement and providing for data collection around enrichment and acceleration, along with the availability of state and federal funds to support local efforts to meet the needs of advanced students and provide related professional development for teachers, the time is right for Illinois’ accountability framework to recognize schools for providing more appropriate instruction for advanced learners. Therefore, IAGC supports the weighting of the acceleration and enrichment component of the 3-8 school quality indicator at 2%.

IAGC would also like to express its gratitude to Elliot Regenstein, chair of the P-2 School Quality Indicator workgroup, Karen Sullivan, chair of the 3-8 School Quality Indicator workgroup, and to ISBE for providing opportunities to give input into this important work on behalf of Illinois students.

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SCHOOL QUALITY INDICATORS: Access to Acceleration and Enrichment

ERIC CALVERT, ED.D.

**NORTHWESTERN UNIVERSITY CENTER FOR TALENT
DEVELOPMENT**

CAROLYN WELCH, J.D.

ILLINOIS ASSOCIATION FOR GIFTED CHILDREN

IL Opportunity and Excellence Gaps

Illinois' "opportunity gaps" have grown in the NCLB era

- In 2003, 85% of IL school districts offered programs for gifted and advanced students in elementary grades, and 78.9% of districts offered programs in middle school (ISBE). In 2016, only 27% of districts reported providing such programs (Dwyer & Welch, 2016).
 - Districts serving predominately low income students were least likely to provide programming. Families least able to provide enrichment outside of school are currently least likely to have access to enrichment in school.

As a result, Illinois' "excellence gaps" are among the widest in the nation

- 15% of 4th graders and 12% of 8th graders who did not qualify for free or reduced price lunch in Illinois scored at the advanced levels on the 2013 NAEP math test, while only 2% of students who qualified for free or reduced price lunch scored at advanced levels (Plucker, 2016).
- White students are 9X more likely to score at this level than Black students, 3X more likely than Hispanic students.

One-third of Illinois students are already at or above "proficiency" thresholds and need further challenge.

Key Points

- A continuum of advanced coursework and support at K-8 is needed to align with the advanced coursework component of the 9-12 college and career readiness indicator. (College and career readiness begins in kindergarten, not high school.)
- An access to acceleration and enrichment indicator is needed to encourage equitable access to opportunities and begin narrowing economic and racial excellence gaps. Quality indicators should reward less resourced schools that seek to close excellence gaps, not just proficiency gaps.
- More focus on inputs is needed to allow schools to tell their stories and help the state to connect effective practices to student outcomes, especially at K-8
- School quality indicators will set priorities as to what resources and supports are provided through IL-EMPOWER.
- Data collection on access to acceleration and advanced learning opportunities will begin in the 2018-19 school year. An acceleration and enrichment metric would meet ESSA criteria for disaggregation by student subgroup.

Evidence: Acceleration Works

- A meta-analysis synthesizing 100 years of research, covering 172 empirical studies, found that, when high-ability students were accelerated, they exceeded the academic achievement of their non-accelerated, but similar high-ability peers by nearly one-year on a grade-equivalent scale (Steenbergen-Hu, Makel, & Olszewski-Kubilius, 2016)
- Despite popular beliefs, acceleration has not been found to be detrimental to students social and emotional well-being or growth and, in fact, has small to moderate benefits (Steenbergen-Hu & Moon, 2011)
- Acceleration is an intervention shown to work in schools of all sizes and populations (Southern & Jones, 2007) and that aids teachers in differentiating more effectively.

Evidence: Quality Enrichment Opportunities Work

Meta-analysis findings on the impact of enrichment programming (Kim, 2016):

- Effect sizes of positive impact on academic achievement:
 - middle school (1.37)
 - elementary school (0.57)
- Effect sizes of positive impact on social emotional development:
 - middle school (0.93)
 - elementary school gifted students (0.44)

Excellence Gaps Can't be Closed by Focusing on High School Alone

- **“Waiting until [students] are in high school for college readiness is as crazy as starting parenting when a kid is 13. You miss the opportunity. For kids who live in poverty, it will take a childhood to break down myths about college and get the child to a place where they can see college in their future.” (Hanover, 2017)**
- **Grant-funded research has shown that access to advanced curriculum and participation in talent development (non-remedial) enrichment can:**
 - Dramatically increase readiness of minority students to successfully participate in college prep-level curriculum in high school (Project Excite)
 - Be a catalyst for schoolwide gains in achievement in low income elementary schools (Project Athena)

Proposal Overview

- **Recognize districts for providing access to quality opportunities for academic acceleration and enrichment**
 - Support *acceleration* options to ensure appropriate challenge and maintain student engagement for advanced learners
 - Support quality *enrichment* options to better ensure access to a broad, appropriate curriculum and incentivize the creations of opportunities, especially for students with *emerging* ability. (Reduce opportunity gaps now to reduce excellence gaps tomorrow.)
- **Create infrastructure to help identify effective models**
 - Better achievement and growth measures can only help effective local models spread when *outcomes* can be connected to *inputs*
- **Option: Raise expectations for % of students participating in acceleration and enrichment gradually over time (phase-in)**

Proposed Indicator

Student Participation in Acceleration and/or Enrichment	<p>K-8: Initially, at least 5% of students per grade level are participating in one or more of the following:</p>
Acceleration	<ul style="list-style-type: none"> • A documented accelerated placement (e.g., early admission to kindergarten/first grade, single subject acceleration, or whole grade acceleration) in a setting with older students • A course to which students are assigned based on advanced cognitive ability or advanced achievement compared to local age peers and in which curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace (e.g., an accelerated math class)
Enrichment	<ul style="list-style-type: none"> • An enrichment program featuring advanced academic content for a minimum of 90 minutes per week during the regular school day (on average across the school year) taught by a teacher who holds a gifted education endorsement, master's degree in gifted education, or who has received at least 15 documented clock hours in professional development in gifted education

Goals are Achievable

- Accelerative options can be provided at low cost
 - Effective evaluation processes used to determine accelerated placements can leverage assessment data most districts already collect
 - Over the course of a K-12 education, acceleration can actually save money vs. moving students through school in lockstep based on birthdate.
- Proposed enrichment options support quality but are minimally prescriptive regarding structure to allow for district customization to meet local priorities
- Recommendations include broadly achievable thresholds for reaching benchmarks and can incorporate realistic ramps that promote excellence while recognizing current conditions

Support is Available to Build Capacity

- Illinois higher education institutions and the Illinois Association for Gifted Children already offer a wide array of research-based professional development, resources, and models. Scalable capacity exists to support teachers and districts if incentives are in place.
- ISBE has previously supported creating professional development materials related to advanced students. These can be updated for the ESSA era and provided through IL-EMPOWER as a low-cost path for all districts to meet proposed indicator criteria
- ESSA presents an opportunity to address opportunity gaps in access to adequately trained educators for gifted and talented students:
 - Title II reforms in ESSA *require* states to address gifted education professional development in implementation plans
 - Title II funds may be used to support gifted education professional development

Including Enrichment and Acceleration in Accountability Leads to Change

- Ohio includes identification and services for gifted students in its school accountability framework (beginning prior to ESSA)
 - Since gifted education indicators became a factor in overall school ratings:
 - The number of minority and low income students identified as gifted has increased
 - A multi-year trend toward fewer students receiving services has been reversed
 - These improvements can be attributed to changes in the school accountability framework. There have been no funding model changes and no changes in how data is collected.

Questions?

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A Union of Professionals

Position Statement

ESSA Accountability

Context

President Obama signed the Every Student Succeeds Act (ESSA) in 2015, requiring states to develop new school accountability systems. Throughout Illinois's stakeholder engagement process, the Illinois Federation of Teachers and the Chicago Teachers Union have sought every opportunity for our members' voices to be heard on these issues impacting their day-to-day work with students. We have represented our 103,000 members during three rounds of public comment on the ESSA plan, as well as attending over 100 meetings convened since early 2016 by the Illinois State Board of Education, the state P20 Council, the Illinois Early Learning Council, and the Illinois Balanced Accountability Measures Committee. We are greatly concerned that, while ISBE continues to solicit practitioner feedback, the input of our members is ignored. Separately, many of the new accountability measures may be valuable indicators of general school quality under normal conditions of education. However, when these measures are combined and are used to differentiate school performance, they potentially lose their value as indicators of quality and distort the educational process similar to the undesirable impact high-stakes testing has had on classrooms over the past fifteen years. ESSA provides an opportunity to move away from the failed policies of NCLB, and there is still time for Illinois to get ESSA right, basing school accountability on fair, meaningful multiple measures and differentiated supports with a commitment to resource equity and sufficiency.

Issue: Proposed accountability indicator to overweight chronic absenteeism at both grades P-2 and 3-8

CTU-IFT Position

CTU and IFT oppose the overweighting of chronic absenteeism as an accountability indicator.

Rationale: During development of the state ESSA plan in 2016, we supported the inclusion of an indicator measuring chronic absenteeism. As participants in the ISBE P-2 and 3-8 workgroups in 2017, however, our members spoke against overweighting chronic absenteeism, because research shows it to be an indicator of student poverty, which is clearly linked to student health considerations, including asthma, oral health, behavioral health, exposure to violence and trauma, and acute health issues. While chronic absenteeism is a good "trigger" for identifying students in need of additional supports, overweighting this indicator will once again stack the deck against the schools serving our most vulnerable students. Instead, the state should focus on truly advancing equity, by providing necessary and sufficient inputs and then measuring student access to social and academic services and supports, inclusivity of a broad and rich curriculum, and access to wraparound services, all of which would help schools intervene early with students and families who are on-track to be considered chronically absent.



A Union of Professionals

Issue: Proposed accountability indicator to measure participation in acceleration and enrichment at both grades P-2 and 3-8

CTU-IFT Position

CTU and IFT oppose the inclusion of an accountability indicator that measures participation in acceleration and enrichment.

Rationale: We wholeheartedly agree that acceleration and enrichment opportunities are vital components to a well-rounded educational experience. However, our members equally value their students having access to fine arts, foreign languages, daily P.E., fully staffed libraries, career and technical education, wraparound services, and other social and academic support services. All of these opportunities contribute to a rich educational experience. As we have asserted throughout public comment periods in 2016, and during stakeholder meetings in 2017, we believe an all-encompassing, inclusive indicator is necessary to focus on the various inputs that create a well-rounded educational experience. Stakeholder discussions have focused on measuring participation rates in acceleration and enrichment, and we believe this type of metric could be applied to all inputs. Rather than single out one component, we again take this opportunity to advocate for an indicator that measures all aspects of a well-rounded education—which would include, but not be limited to, acceleration and enrichment—for all students.

Resources

- [IFT ESSA webpage](#)
- [Healthy Schools Campaign – chronic absenteeism](#)
- [Darling-Hammond et al, Pathways to New Accountability Through the Every Student Succeeds Act](#)

December 15, 2017

Appendix D

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- O’Keefe, B. (2017). *Illinois K-2 workgroup indicator discussion guide: School climate surveys*. Washington, DC: Council of Chief State School Officers. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.
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ESSA P-2 Indicator Working Group: Report Summary

The P-2 Working Group recommends that ISBE consider the following three indicators for their accountability formula: (1) overweighting chronic absenteeism in the K-2 years, (2) providing needed services for K-2 dual language learners (DLLs), and (3) participation in acceleration and enrichment in the K-2 years, worth 0% of a school's overall score. For schools that do not have enough DLLs to meet the minimum *n* size requirements, we recommend that 5% of the elementary school's overall accountability be based on chronic absenteeism. For schools that do have a sufficient number of DLL students to meet minimum *n* size requirements, we recommend 2% of the school's overall accountability should be based on an overweighting of chronic absenteeism, and 3% should be based on whether or not the school provided needed services to DLLs. The latter indicator is meant to be a reinforcement of existing requirements on school districts, and not a new requirement. We also believe that districts and schools should have flexibility in providing required services through cooperative arrangements where appropriate. Finally, the group recommends that ISBE convene another study group after the 2019–20 school year to revisit the P-2 indicator by evaluating any newly available data or reviewing indicators adopted by other states.

The P-2 Working Group also hopes that ISBE will consider their recommendations on how to reflect the critical values outlined in this report in the ESSA plan or in some other important Illinois policy. We felt that these values are crucial to P-2 education and hope that many of them will be expressed on data dashboards and in the school improvement process (both in rubrics and as part of state-provided supports). Although we recognize that there are challenges to including some of the data on dashboards, we hope that ISBE and other entities will continue to look for ways to ensure that these values are represented in the ESSA plan and can be acted upon at the local level.

December 31, 2017

ESSA 3-8 Indicator Working Group Report

Introduction

The 3-8 Indicator Working Group was charged with recommending to the Illinois State Board of Education (ISBE) an indicator or indicators to place weight on the 3-8 years in Illinois' accountability formula. The Every Student Succeeds Act (ESSA) requires states to have a measure of school quality in their accountability system, and ISBE has chosen to include a measure of 3-8 quality—which signals to districts the importance of those years. ESSA has strict requirements for indicators to be included in the formula. The working group's charge is to recommend indicators that comply with those requirements.

The 3-8 Indicator Working Group consisted of district and school administrators, teacher leaders, support personnel, and members from Illinois education research, policy, and advocacy groups. The 3-8 Indicator Working group was led by Dr. Karen Sullivan. (See Appendix A for group members and schedule.)

The 3-8 Indicator Working Group met monthly throughout the summer and fall of 2017. Group members participated in person in Chicago and Springfield locations that were linked together by video conference or they were able to participate by telephone conference. Meetings lasted an average of two hours each and meeting events, discussions, and decisions were captured in notes taken during each meeting.

Technical Criteria, Principles, and Values

ESSA Technical Criteria

The ESSA requirements for the technical criteria for the 3-8 indicator include that it must be

- valid, reliable, and comparable across all local education agencies in the state;
- capable of being disaggregated for each student demographic group; and
- supported by research that high performance or improvement is likely to increase student learning or will aid in the meaningful differentiation of schools.

As specified in ESSA, academic indicators must be given considerably more weight than the school quality/student success indicators. ISBE currently recommends that 75% of the overall weight be placed on P-12 academic indicators while the remaining 25% be placed on school quality indicators. A specific breakdown of how this weight is distributed between P-8 and high school indicators is provided below:

- P-8 academic indicators—75%

- PARCC & DLM-AA (2018–19: ELA 10%; Math 10%) (thereafter: ELA 7.5%; Math 7.5%)
- Growth: Linear Regression (50%)
- EL Proficiency (ACCESS) (5%)
- Science (2018–19: 0%) (thereafter: 5%)
- P-8 student quality indicators/student success indicators—25%
 - Chronic Absenteeism (10%)
 - Climate Survey (5%)
 - Fine Arts* (0%)
 - [P-2] (5%)
 - [Elementary/Middle Indicator] (5%)
- High school academic indicators—75%
 - SAT (2018–19: ELA 10%; Math 10%) (thereafter: ELA 7.5%; Math 7.5%)
 - Graduation (4-, 5-, and 6-year rate) (50%)
 - EL Proficiency (ACCESS) (5%)
 - Science (2018–19: 0%) (thereafter: 5%)
- High school student quality/student success indicators—25%
 - Chronic Absenteeism (7.5%)
 - 9th grade on track (6.25%)
 - College and Career Ready Indicator (6.25%)
 - Climate Survey (5%)
 - Fine Arts* (0%)

Principles

In addition to the ESSA technical criteria for indicators, the 3-8 group and P-2 group jointly considered the following principles to guide their recommendations:

- The accountability system represents a method of articulating what is important to us in defining a successful school. It will necessarily be incomplete—many things that define a successful school are not easily measured, particularly in a manner compliant with ESSA—but that value is critical. The state’s definition of a high-quality education should be as continuous as possible from birth through the workforce.
- No accountability measure should drive bad educational practice. We believe the best of educators, and believe it is important for accountability indicators to encourage best practices in school administration and teaching.

- Social-emotional development is critically important, but that does not inevitably mean that social-emotional development should be included in the accountability system; the measurements of that development may not be appropriate for accountability purposes.
- Data collection is a burden. The accountability system should be cognizant of that, and any proposed new data collection should include attention to whether there are other burdens that could be reduced to free up the needed capacity.
- We are in uncharted territory. We approach this work humbly, with the goal of doing the best we can with the information we have, learning from experience (ours and that of other states), and revisiting our decisions over time.

Values

The 3-8 Indicator Working Group began its work by articulating 25 critical values in 3-8 education, with the idea that measurements for those years should reflect those values. The working group then rated each of the 25 values according to whether the value met the principles and ESSA technical requirements and whether there was a known research base in support of that value for 3-8 education. The 3-8 Indicator Working Group also rank ordered the values according to the ratings the group had given each value for its potential as an indicator (see Appendix B, Table 1).

In subsequent meetings, the 3-8 Indicator Working Group individually considered each of the 12 top values to determine whether there is a measurable indicator of that value appropriate for inclusion in an accountability formula. The group also examined research or consulted with researchers or experts in the field to discuss the values. The attached table (see Appendix B, Table 2) summarizes the values identified by the working group, and then briefly notes the working group's initial thinking about whether or not the value can be reflected in the accountability formula.

Final Committee Recommendation

The 3-8 Indicator Working Group's recommendation focuses on two indicators: overweighting of chronic absenteeism in the 3-8 years at 5% and participation in acceleration and enrichment at 0%.

- The group recommends that at this time the 5% designation for a 3-8 indicator be assigned to chronic absenteeism (as defined in the ESSA plan) using the scoring method identified in the state's ESSA plan (pages 74–75). The group is aware that the Illinois Attendance Commission is identifying other aspects of the definition and data collection of chronic absenteeism.
- The group recommends that participation in acceleration and enrichment be added to the plan as a 3-8 indicator worth 0% of the school's overall score. We respectfully request that ISBE formally revisit this indicator after the 2019–20 school year and after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

When the 3-8 Working Group determined that a value could not be included in the accountability formula, in most cases, we made recommendations of next steps for ensuring that the value is

reflected elsewhere in the ESSA plan or in some other important Illinois policy. We felt strongly that these values are important, and hope that many of them will be expressed through the school improvement process (both in rubrics and as part of state-provided supports).

As with the other groups that have made recommendations in the ESSA process, the 3-8 Indicator Working Group felt strongly that it was not appropriate to use indicators that are primarily a proxy for resources. The working group also was sensitive about the burden of data collection on our schools.

We would ask the state board to review recommendations across K-2, 3-8, and College and Career Readiness to ensure that there is alignment in the system and the goals of the overall accountability system are maintained.

The 3-8 Indicator Working Group appreciated the opportunity to look at measures for school success beyond standardized test scores. There was a high value placed on indicators that reflected a well-rounded curriculum but frustration that there is no good working definition that would lend itself to inclusion within the accountability framework. The working group strongly recommends that the ISBE convene a diverse stakeholder group that will continue the conversation and to define a rich, well-rounded curriculum in the hope that the state's ESSA plan could reflect this value more fully in the future.

While we reached "reluctant" consensus on our recommendations, it was the expressed hope of the group that the future work on a "rich, well-rounded curriculum" would yield an indicator that would become a part of the accountability framework.

The group also expressed support for exploring how to align the high school college and career readiness indicator to the 3-8 grade span. While there did not appear to be a way to craft an indicator that met all of the ESSA requirements and was backed by research, the group considers this a promising space that ISBE should explore as a potential indicator in years to come.

The 3-8 Indicator Working Group also felt strongly that we would like to see the school quality/student success indicators receive more weight than currently allocated within the overall accountability framework in future ESSA plans.

Appendix A

3-8 Indicator Working Group Members

Chair

Karen Sullivan, Indian Prairie School District 204
Ben Boer, Advance Illinois
Sara Boucek, Illinois Association of School Administrators
Lauren Burdette, Office of the Secretary of Education
Samuel Byndom, Urbana School District #116
Eric Calvert, Illinois Association for Gifted Children
Dave Deets, Harmony Intermediate and Ellis Elementary, Belleville, IL
Shannon Ferholz, Illinois Association of Regional School Superintendents
Aimee Galvin, Stand for Children
Jennifer Garrison, Association of Illinois Rural and Small Schools
Jessica Handy, Stand for Children
Kelly Hansen, Barrington Community Unit School District 220
Susan Hilton, Illinois Association of School Boards Statewide School Management Alliance
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Katharine Olson, Assistant Superintendent for Northbrook District 27, ED-RED
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Susan Price, Illinois Alliance of Administrators of Special Education
Monique Redeaux-Smith, Illinois Federation of Teachers
Jennifer Smith, Teach Plus
Marleis Trover, Association of Illinois Rural and Small Schools
Carolyn Welch, Illinois Association for Gifted Children
Paige Williams, Advance Illinois
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Daniel Woestman, Belvidere School District
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Claudia Quezada, Innovation System Supports
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Lynn Burgett, Early Childhood
Jason Helfer, Teaching and Learning
Marci Johnson, Teaching and Learning
Gil Sanchez, Teaching and Learning
Melina Wright, Innovation System Supports

Members, Groups Consulted with 3-8 Indicator Working Group

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Julie Furigay, University of Chicago

Jeff Broom, Sara Kemper, Bridget Lee, Chicago Public Schools

Daniel Losen, Center for Civil Rights Remedies

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Acasia Wilson, Educators for Excellence Chicago

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Cheryl Harris, Project Lead

Jeremy Rasmussen, Notetaker

Daniel Botting, Notetaker

Meredith Lukow, Notetaker

Corrin Pitluck, Notetaker

Meeting Dates

May 25 (Joint Meeting with P-2)

June 22, 2017

July 6, 2017

August 10, 2017 (Joint Meeting with P-2),

August 31, 2017

October 13, 2017

November 6, 2017

December 4, 2017

Appendix B

Table 1. 3-8 Values and Criteria Crosswalk

3-8 Working Group Values	Criteria			
	Meets Principles	Meets ESSA Technical Requirements	Has Research Base	Possible Indicator
1. Students are grade appropriate and ready for next step. (13)	11	10	8	9
2. Alignment between P-2/3-8/9-12. (12)	12	4	4	5
3. Quality teachers with best practices in the classroom (Danielson).* (12)	11	2	4	7
4. Access to extracurricular activities/clubs/teams. (12)	10	3	6	3
5. Social/emotional wellness using best practice.* (13)	11	4	7	4
6. Balance of curriculum (academic/social-emotional/behavioral).* (12)	12	0	6	2
7. Differentiated Learning. (11)	10	2	6	2
8. Parental/community involvement. (13)	11	2	9	2
9. Service Learning. (10)	8	3	4	1
10. Equity—all students have access to high-quality opportunities. (13)	11	7	8	7
11. Trauma-informed practices. (10)	9	1	7	1
12. Access to enrichment and acceleration.* (13)	11	8	8	9
13. Attendance.* (13)	12	12	11	13
14. Access to fine arts. (13)	11	6	8	6
15. Access to world languages. (12)	11	5	6	5
16. Student-based outcomes. (7)	6	4	5	4
17. High quality curriculum and resources.* (12)	10	2	9	2
18. MTSS/RTI and access to various disciplines. (10)	9	3	7	3
19. High-quality leadership.* (12)	9	1	8	0
20. Comprehensive assessment plan (formative/multiple measures).* (9)	8	4	4	4
21. Access to community resources/wrap around.* (12)	11	3	6	2
22. Safe schools/positive school climate. (11)	10	8	9	6
23. Access to technology/21st century learning/digital citizenship. (11)	10	5	6	2
24. Curriculum coherence. (9)	7	1	4	0
25. Cultural competency. (8)	7	0	5	0

*Items also noted as values in the P-2 group. Number of members who responded to each item is in parenthesis and number that voted for each criteria is noted in each column.

Table 2. Disposition of Values the 3-8 Indicator Working Group Considered for the Accountability Formula

Value	Recommend for Inclusion?	Rationale	Next Steps
Attendance (Chronic Absenteeism)	Yes	This indicator is already in the plan and there is a strong research base to support its inclusion.	The group recommends the 5% given to the 3-8 indicator go toward overweighting chronic absenteeism until further work can be done surrounding a well-rounded curriculum.
Students are Grade Appropriate and Ready for Next Step (Grades)	No	The group felt strongly that the measurement could potentially create the wrong incentives.	
Access to Enrichment and Acceleration	Yes, as a zero-weight indicator with a recommendation to revisit after 2019–20	<p>The Illinois Association for Gifted Children proposed the following indicator: Student Participation in Acceleration and/or Enrichment, with at least 5% of children 3-8 participating in either acceleration or enrichment.¹ The group felt strongly that improved access to enrichment and acceleration is a value, and many members of the group appreciated that the indicator provided an avenue for low-resource schools to meet the needs of children who are capable of acceleration. Proponents of the indicator cited a desire to put pressure on districts and schools to engage in behaviors that would remedy a significant gap in access to enrichment. Opponents argued that the state does not have adequate data to assess the scope of this issue, and that there is still a possible correlation with poverty.</p> <p>The group also discussed the connection of this indicator to a rich, well-rounded curriculum.</p>	New state laws require the collection of data relating to access to enrichment and accelerated placements. The group reached a consensus that the new data should be reported in a manner that draws attention to it by including it within the framework at 0%. The group also agreed that the issue of including this indicator in the accountability formula should be revisited in two years (after the 2019–20 school year) to discuss whether there are improvements needed in the data collection, and whether the indicator should then be included in the accountability formula.
Skilled Instruction	No	Could not be measured in a manner consistent with ESSA requirements.	Ensure that this value is reflected in implementation of school improvement rubric.

¹ The full proposal is available here: https://docs.google.com/presentation/d/1JwJwKfXpVSL3IbgvJoGvZZnRUUFG3tyAsfWHx9jpdVw/edit#slide=id.g2a7f47f211_0_112.

Value	Recommend for Inclusion?	Rationale	Next Steps
Quality Teachers with Best Practices in the Classroom	No	Could not be measured in a manner consistent with ESSA requirements.	Ensure that this value is reflected in implementation of school improvement rubric.
Equity—All Students Have Access to High-Quality Opportunities	No	Not well defined and could not be measured in a manner consistent with ESSA requirements; group specifically sought to avoid using metrics that were a proxy for resource levels given long-standing inequalities in Illinois school funding.	Ensure that this value is reflected in implementation of school improvement rubric.
Safe Schools/ Positive School Climate/ Discipline Data	No	The group specifically sought to avoid using metrics that were a proxy for resource levels given long-standing inequities in Illinois school funding.	
Access to Fine Arts/World Languages (Well-Rounded Curriculum?)	No	Not well defined, Fine Arts already identified as a future indicator.	The group would like to see ISBE establish a working group to set a working definition of a rich, well-rounded curriculum.
Student-Based Outcomes	No	Could not be measured in a manner that is consistent with ESSA requirements; group specifically sought to avoid using metrics that were just a proxy for resource levels given long-standing inequities in Illinois school funding.	Ensure that this value is reflected in implementation of school improvement rubric.
Comprehensive Assessment Plan (Formative / Multiple Measures)	No	Could not be measured in a manner that is consistent with ESSA requirements.	Ensure that this value is reflected in implementation of school improvement rubric.
Alignment Between P-2/3-8/9-12	No	More of a value statement than a true indicator.	Ensure that the overall plan reflects alignment between P-2, 3-8, and 9-12.
Social / Emotional Wellness Using Best Practices	No	Could not be measured in a manner that is consistent with ESSA requirements.	Ensure that this value is reflected in implementation of school improvement rubric. ²

² Note: References to the “school improvement rubric” under “Next Steps” are to the version of the rubric ultimately adopted by ISBE to support its ongoing school improvement process (IL-EMPOWER), and reflect our goal that ISBE’s rubric reflect the values of the work group. References under “Rationale” to the “Illinois Balanced Accountability Measures (IBAM) proposed school improvement rubric” are to a draft rubric developed by IBAM that is currently being field-tested by ISBE.

Appendix C

Addenda Submitted by Groups

Illinois Association for Gifted Children
Statement on Proposed P-2 and 3-8 School Quality Indicators

IAGC applauds the inclusion of the school quality indicator related to participation in enrichment programming and accelerated learning settings. The indicator sets basic targets for school districts that are consistent with ESSA's requirements that state plans address the needs of advanced students. Combined with planned changes to Illinois' academic growth model, the inclusion of this school quality indicator will help connect academic interventions for advanced students with learning outcomes, helping to shine a light on successful local practices.

IAGC believes that ISBE can further enhance the impact of this indicator by immediately giving it a "weight" of 2% in the overall school rating framework. The original intent of including indicators of school quality beyond test scores in the accountability framework was to present a more holistic view of schools and districts.

By only giving weight at grades 3-8 to an indicator based on chronic absenteeism, the school quality indicators for this grade band miss an opportunity to connect quality indicators for grades 3-8 with the focus on college and career readiness at grades 9-12. The path to college and career readiness does not begin in high school. Unfortunately, bright students from low-income and diverse backgrounds who lack access to appropriately challenging curriculum and talent-development oriented enrichment opportunities in the elementary and middle grades are at severe risk of underachievement and of placing into less rigorous coursework in high school compared to equally bright non-disadvantaged students. However, sustained participation in enrichment programming in elementary and middle school has been shown to increase likelihood of student participation and success in advanced high school coursework (VanTassel-Baska, 2007). The high school college and career readiness indicator includes a focus on participation in advanced coursework. The 3-8 school quality indicators should align with this concept, and the proposed indicator of participation in enrichment and accelerated placement would provide that alignment.

ESSA is, fundamentally, legislation focused on educational equity. Unlike NCLB, which focused on equity almost exclusively through a deficit-based lens, ESSA challenges states to address equity across the spectrum of achievement. There was broad consensus on the workgroup that expanding access to advanced learning opportunities should be a state priority. Weighting the proposed indicator at 2% would help close gaps in access to enrichment and acceleration by incentivizing schools to address equity holistically. On the flip side, many schools serving diverse and predominantly low-income populations already provide quality enrichment and acceleration opportunities. The accountability framework should help these schools tell their stories.

Further, giving weight to the indicator for participation in enrichment and acceleration is fair to schools. During school accountability workgroup meetings, members heard testimony from school leaders representing low-income communities, small rural schools, and large, diverse metropolitan districts who indicated the goals incorporated in this indicator were achievable and that the indicator would present a more well-rounded view of their schools to state and local stakeholders. Providing students with opportunities for acceleration and enrichment is arguably more within a school's zone of control and less correlated with poverty than is remedying chronic absenteeism. While schools may have limited opportunity to influence certain risk factors associated with chronic absenteeism, schools can take direct action to provide access to enrichment and

accelerated learning opportunities, especially given that there is often little cost to acceleration beyond initial assessment of student need. The indicator also allows for flexibility in developing enrichment options that meet local priorities.

While IAGC acknowledges that chronic absenteeism negatively influences academic and intellectual growth, the association believes that weighting chronic absenteeism as 10% of the overall district rating sufficiently recognizes its importance without also giving it the full additional weight of the elementary and middle school quality indicator (for a total of 15% of the summative rating at grades 3-8.)

Therefore, IAGC encourages ISBE to weight the acceleration and enrichment indicator, assigning 2% of the 5% reserved for 3-8 school quality indicator to this indicator. Weighting participation in enrichment and acceleration at 2% of the 3-8 school quality indicator initially leaves 3% for chronic absenteeism (for a total of 13% of the summative rating at grades 3-8). Down the road, that 3% represents room for future indicators that could be developed to operationalize the ESSA Plan goal of ensuring access to a “broad and rich curriculum” across the state. IAGC strongly supports the immediate weighting of the participation in acceleration and enrichment indicator at grades 3-8 due to the body of evidence demonstrating the positive outcomes of these interventions for advanced students in these grades. Additionally, including the enrichment and acceleration indicator supports the commitment of those involved in the ESSA accountability framework development process to incorporate additional important factors within the accountability system that allow schools to tell their stories and that capture appropriate opportunities being provided to students.

While IAGC also supports the immediate weighting of the P-2 indicator at 2%, it could be initially unweighted as recommended in order to gather more information at these early grades. However, if the indicator were to be weighted immediately at 2%, this would still allow room at grades P-2 to weight access to services for English learners at the level recommended by the P-2 workgroup. (IAGC, as an organization advocating for diverse students with exceptional learning needs, supports the recommendations of the P-2 workgroup and the Latino Policy Forum to give weight to the indicator related to access to appropriate services for dual language learners.)

With the passage of Illinois laws requiring districts to allow accelerated placement and providing for data collection around enrichment and acceleration, along with the availability of state and federal funds to support local efforts to meet the needs of advanced students and provide related professional development for teachers, the time is right for Illinois’ accountability framework to recognize schools for providing more appropriate instruction for advanced learners. Therefore, IAGC supports the weighting of the acceleration and enrichment component of the 3-8 school quality indicator at 2%.

IAGC would also like to express its gratitude to Elliot Regenstein, chair of the P-2 School Quality Indicator workgroup, Karen Sullivan, chair of the 3-8 School Quality Indicator workgroup, and to ISBE for providing opportunities to give input into this important work on behalf of Illinois students.

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SCHOOL QUALITY INDICATORS: Access to Acceleration and Enrichment

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**NORTHWESTERN UNIVERSITY CENTER FOR TALENT
DEVELOPMENT**

CAROLYN WELCH, J.D.

ILLINOIS ASSOCIATION FOR GIFTED CHILDREN

IL Opportunity and Excellence Gaps

Illinois' "opportunity gaps" have grown in the NCLB era

- In 2003, 85% of IL school districts offered programs for gifted and advanced students in elementary grades, and 78.9% of districts offered programs in middle school (ISBE). In 2016, only 27% of districts reported providing such programs (Dwyer & Welch, 2016).
 - Districts serving predominately low income students were least likely to provide programming. Families least able to provide enrichment outside of school are currently least likely to have access to enrichment in school.

As a result, Illinois' "excellence gaps" are among the widest in the nation

- 15% of 4th graders and 12% of 8th graders who did not qualify for free or reduced price lunch in Illinois scored at the advanced levels on the 2013 NAEP math test, while only 2% of students who qualified for free or reduced price lunch scored at advanced levels (Plucker, 2016).
- White students are 9X more likely to score at this level than Black students, 3X more likely than Hispanic students.

One-third of Illinois students are already at or above "proficiency" thresholds and need further challenge.

Key Points

- A continuum of advanced coursework and support at K-8 is needed to align with the advanced coursework component of the 9-12 college and career readiness indicator. (College and career readiness begins in kindergarten, not high school.)
- An access to acceleration and enrichment indicator is needed to encourage equitable access to opportunities and begin narrowing economic and racial excellence gaps. Quality indicators should reward less resourced schools that seek to close excellence gaps, not just proficiency gaps.
- More focus on inputs is needed to allow schools to tell their stories and help the state to connect effective practices to student outcomes, especially at K-8
- School quality indicators will set priorities as to what resources and supports are provided through IL-EMPOWER.
- Data collection on access to acceleration and advanced learning opportunities will begin in the 2018-19 school year. An acceleration and enrichment metric would meet ESSA criteria for disaggregation by student subgroup.

Evidence: Acceleration Works

- A meta-analysis synthesizing 100 years of research, covering 172 empirical studies, found that, when high-ability students were accelerated, they exceeded the academic achievement of their non-accelerated, but similar high-ability peers by nearly one-year on a grade-equivalent scale (Steenbergen-Hu, Makel, & Olszewski-Kubilius, 2016)
- Despite popular beliefs, acceleration has not been found to be detrimental to students social and emotional well-being or growth and, in fact, has small to moderate benefits (Steenbergen-Hu & Moon, 2011)
- Acceleration is an intervention shown to work in schools of all sizes and populations (Southern & Jones, 2007) and that aids teachers in differentiating more effectively.

Evidence: Quality Enrichment Opportunities Work

Meta-analysis findings on the impact of enrichment programming (Kim, 2016):

- Effect sizes of positive impact on academic achievement:
 - middle school (1.37)
 - elementary school (0.57)
- Effect sizes of positive impact on social emotional development:
 - middle school (0.93)
 - elementary school gifted students (0.44)

Excellence Gaps Can't be Closed by Focusing on High School Alone

- **“Waiting until [students] are in high school for college readiness is as crazy as starting parenting when a kid is 13. You miss the opportunity. For kids who live in poverty, it will take a childhood to break down myths about college and get the child to a place where they can see college in their future.” (Hanover, 2017)**
- **Grant-funded research has shown that access to advanced curriculum and participation in talent development (non-remedial) enrichment can:**
 - Dramatically increase readiness of minority students to successfully participate in college prep-level curriculum in high school (Project Excite)
 - Be a catalyst for schoolwide gains in achievement in low income elementary schools (Project Athena)

Proposal Overview

- **Recognize districts for providing access to quality opportunities for academic acceleration and enrichment**
 - Support *acceleration* options to ensure appropriate challenge and maintain student engagement for advanced learners
 - Support quality *enrichment* options to better ensure access to a broad, appropriate curriculum and incentivize the creations of opportunities, especially for students with *emerging* ability. (Reduce opportunity gaps now to reduce excellence gaps tomorrow.)
- **Create infrastructure to help identify effective models**
 - Better achievement and growth measures can only help effective local models spread when *outcomes* can be connected to *inputs*
- **Option: Raise expectations for % of students participating in acceleration and enrichment gradually over time (phase-in)**

Proposed Indicator

Student Participation in Acceleration and/or Enrichment	<p>K-8: Initially, at least 5% of students per grade level are participating in one or more of the following:</p>
Acceleration	<ul style="list-style-type: none"> • A documented accelerated placement (e.g., early admission to kindergarten/first grade, single subject acceleration, or whole grade acceleration) in a setting with older students • A course to which students are assigned based on advanced cognitive ability or advanced achievement compared to local age peers and in which curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace (e.g., an accelerated math class)
Enrichment	<ul style="list-style-type: none"> • An enrichment program featuring advanced academic content for a minimum of 90 minutes per week during the regular school day (on average across the school year) taught by a teacher who holds a gifted education endorsement, master's degree in gifted education, or who has received at least 15 documented clock hours in professional development in gifted education

Goals are Achievable

- Accelerative options can be provided at low cost
 - Effective evaluation processes used to determine accelerated placements can leverage assessment data most districts already collect
 - Over the course of a K-12 education, acceleration can actually save money vs. moving students through school in lockstep based on birthdate.
- Proposed enrichment options support quality but are minimally prescriptive regarding structure to allow for district customization to meet local priorities
- Recommendations include broadly achievable thresholds for reaching benchmarks and can incorporate realistic ramps that promote excellence while recognizing current conditions

Support is Available to Build Capacity

- Illinois higher education institutions and the Illinois Association for Gifted Children already offer a wide array of research-based professional development, resources, and models. Scalable capacity exists to support teachers and districts if incentives are in place.
- ISBE has previously supported creating professional development materials related to advanced students. These can be updated for the ESSA era and provided through IL-EMPOWER as a low-cost path for all districts to meet proposed indicator criteria
- ESSA presents an opportunity to address opportunity gaps in access to adequately trained educators for gifted and talented students:
 - Title II reforms in ESSA *require* states to address gifted education professional development in implementation plans
 - Title II funds may be used to support gifted education professional development

Including Enrichment and Acceleration in Accountability Leads to Change

- Ohio includes identification and services for gifted students in its school accountability framework (beginning prior to ESSA)
 - Since gifted education indicators became a factor in overall school ratings:
 - The number of minority and low income students identified as gifted has increased
 - A multi-year trend toward fewer students receiving services has been reversed
 - These improvements can be attributed to changes in the school accountability framework. There have been no funding model changes and no changes in how data is collected.

Questions?

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A Union of Professionals

Position Statement

ESSA Accountability

Context

President Obama signed the Every Student Succeeds Act (ESSA) in 2015, requiring states to develop new school accountability systems. Throughout Illinois's stakeholder engagement process, the Illinois Federation of Teachers and the Chicago Teachers Union have sought every opportunity for our members' voices to be heard on these issues impacting their day-to-day work with students. We have represented our 103,000 members during three rounds of public comment on the ESSA plan, as well as attending over 100 meetings convened since early 2016 by the Illinois State Board of Education, the state P20 Council, the Illinois Early Learning Council, and the Illinois Balanced Accountability Measures Committee. We are greatly concerned that, while ISBE continues to solicit practitioner feedback, the input of our members is ignored. Separately, many of the new accountability measures may be valuable indicators of general school quality under normal conditions of education. However, when these measures are combined and are used to differentiate school performance, they potentially lose their value as indicators of quality and distort the educational process similar to the undesirable impact high-stakes testing has had on classrooms over the past fifteen years. ESSA provides an opportunity to move away from the failed policies of NCLB, and there is still time for Illinois to get ESSA right, basing school accountability on fair, meaningful multiple measures and differentiated supports with a commitment to resource equity and sufficiency.

Issue: Proposed accountability indicator to overweight chronic absenteeism at both grades P-2 and 3-8

CTU-IFT Position

CTU and IFT oppose the overweighting of chronic absenteeism as an accountability indicator.

Rationale: During development of the state ESSA plan in 2016, we supported the inclusion of an indicator measuring chronic absenteeism. As participants in the ISBE P-2 and 3-8 workgroups in 2017, however, our members spoke against overweighting chronic absenteeism, because research shows it to be an indicator of student poverty, which is clearly linked to student health considerations, including asthma, oral health, behavioral health, exposure to violence and trauma, and acute health issues. While chronic absenteeism is a good "trigger" for identifying students in need of additional supports, overweighting this indicator will once again stack the deck against the schools serving our most vulnerable students. Instead, the state should focus on truly advancing equity, by providing necessary and sufficient inputs and then measuring student access to social and academic services and supports, inclusivity of a broad and rich curriculum, and access to wraparound services, all of which would help schools intervene early with students and families who are on-track to be considered chronically absent.



A Union of Professionals

Issue: Proposed accountability indicator to measure participation in acceleration and enrichment at both grades P-2 and 3-8

CTU-IFT Position

CTU and IFT oppose the inclusion of an accountability indicator that measures participation in acceleration and enrichment.

Rationale: We wholeheartedly agree that acceleration and enrichment opportunities are vital components to a well-rounded educational experience. However, our members equally value their students having access to fine arts, foreign languages, daily P.E., fully staffed libraries, career and technical education, wraparound services, and other social and academic support services. All of these opportunities contribute to a rich educational experience. As we have asserted throughout public comment periods in 2016, and during stakeholder meetings in 2017, we believe an all-encompassing, inclusive indicator is necessary to focus on the various inputs that create a well-rounded educational experience. Stakeholder discussions have focused on measuring participation rates in acceleration and enrichment, and we believe this type of metric could be applied to all inputs. Rather than single out one component, we again take this opportunity to advocate for an indicator that measures all aspects of a well-rounded education—which would include, but not be limited to, acceleration and enrichment—for all students.

Resources

- [IFT ESSA webpage](#)
- [Healthy Schools Campaign – chronic absenteeism](#)
- [Darling-Hammond et al, Pathways to New Accountability Through the Every Student Succeeds Act](#)

December 15, 2017



Position Statement ESSA Accountability

December 21, 2017

The Governor's Office appreciated the opportunity to participate in the ISBE 3-8 Indicator Working Group and concurs with many of its discussion points. The potential to align 3rd-8th grade activities with both the 9th grade on track indicator and the high school college and career readiness indicator is a particularly exciting space for future work. However, one point of significant disagreement between the Governor's Office and the rest of the working group members regarded the weighting of academic indicators compared to school quality/student success indicators. Governor Rauner does not believe the school quality/student success indicators should receive more weight than currently allocated within the overall ESSA accountability framework. Illinois weighs non-academic school success indicators at 25%, which is higher than most states. The P-2 and 3-8 groups faced significant difficulty in creating evidence-based school quality/student success indicators focused on student outcomes. The Governor's Office is excited about the potential for including non-academic indicators, as long as, per the federal law, they remain weighted significantly below the academic indicators.

Appendix D

Reference List of Resources Reviewed

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ESSA 3-8 Indicator Working Group: Report Summary

The 3-8 Working Group recommends that ISBE include the following two indicators for their accountability formula: (1) overweighting of chronic absenteeism in the 3-8 years at 5% and (2) participation in acceleration and enrichment worth 0% of a school's overall score. The group recommends that the 5% designation for chronic absenteeism be scored by using the method identified in the state's ESSA plan. The group also recommends that ISBE revisit the 3-8 indicator after the 2019–20 school year after evaluating any newly available data or by examining indicators adopted by other states with an eye toward giving participation in acceleration and enrichment greater weight in the accountability formula.

The 3-8 Working Group also hopes that ISBE will consider their recommendations on how to reflect the critical values outlined in this report in the ESSA plan or in some other important Illinois policy. The group felt that these values are crucial to 3-8 education and hope that many of them will be expressed through the school improvement process (both in rubrics and as part of state-provided supports).

Lastly, the 3-8 Working Group strongly recommends that ISBE convene a stakeholder group tasked with defining a well-rounded curriculum in a way that lends itself to inclusion in future ESSA plans. It is this group's hope that both indicators on well-rounded curriculum and quality/student success will ultimately become a part of the accountability framework.

P-2 and 3-8 ESSA Indicator Recommendations

Illinois State Board of Education, January 17, 2018

The Process That Brought Us Here

- Why did we do this work?
 - The P-2 years are critical for child development, but are not otherwise accounted for in ESSA accountability. It is important for districts and schools to keep a focus on these years.
 - ESSA requires a measurement of school quality in the accountability system. Including a measure of 3-8 quality signals to districts the importance of those years.
- How did we generate these recommendations?
 - Broad stakeholder involvement, including Management Alliance, teacher unions, and other stakeholders with a wide range of expertise
 - Both groups met monthly over the course of 2017 from May through December.
 - Both groups are grateful to ISBE for the opportunity to explore these important issues.

Guiding Principles

- Create continuum of accountability
- Drive positive educational practice
- Think about social-emotional development
- Acknowledge the burden of data collection
- Be humble about navigating uncharted territory
- P-2: Accountability is an important method of signaling what matters to the state

P-2 Indicator Recommendations

In schools with enough DLL students to meet minimum N size

- 2% of accountability score is based on an overweighting of chronic absenteeism in the K-2 years
- 3% of accountability score is based on whether the school provided required services to DLLs
 - 3 points for providing services to 90% of eligible DLLs
 - 1 point for providing required services to 75% of eligible DLLs
- 0% of accountability score is based on providing access to acceleration and enrichment

In schools without enough DLL students to meet minimum N size

- 5% of accountability score is based on an overweighting of chronic absenteeism in the K-2 years
- 0% of accountability score is based on providing access to acceleration and enrichment

We also recommend revisiting all of these recommendations after the 2019-20 school year for an initial review of whether they are having the intended impact.

P-2 Indicator Recommendations

- These recommendations are meant to capture key values in P-2 education. The working group believes it is important to emphasize the P-2 years, and to connect them to later years as part of a thoughtful continuum of accountability.
- There were many other values that the working group found important, but not well suited to use as an ESSA accountability indicator. The working group recommended that many of these be included on dashboards and/or in the Illinois EMPOWER process.
 - Better measures for these years are needed, which likely requires a national conversation.
- The working group identified numerous follow-up conversations that could be valuable, including a conversation about the future of kindergarten. The working group members are interested in participating in those conversations.

3-8 Indicator Recommendations

- The recommendation is to assign the 3-8 indicator designation of 5% to chronic absenteeism at this time and add participation in acceleration and enrichment as a 3-8 indicator at 0%.
- The working group respectfully requests that ISBE formally revisit this indicator after the 2019-20 school year and after implementation of new state laws requiring the collection of data related to access to enrichment and accelerated placements to determine whether this indicator should be given greater weight.

3-8 Indicator Recommendations

- There were many other values that the working group found important, but not well suited to use as an ESSA accountability indicator. The working group recommended that many of these be included in the school improvement process through rubrics or state-provided support.
- The working group identified numerous follow-up conversations that could be valuable, including a conversation to define a “rich well-rounded curriculum”. The working group members are hopeful that further work in this area could yield an accountability indicator for the 3-8 grade span.



Illinois' ESSA College & Career Readiness Indicator

Definition & Implementation Recommendations

December 2017

Prepared on behalf of the Illinois State Board of Education

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Introduction

In April 2016, the State of Illinois submitted its Every Student Succeeds Act (ESSA) State Plan to the US Department of Education. Included in the school accountability framework is a College and Career Readiness Indicator (CCRI), which is a multiple factor approach to measuring student readiness upon high school graduation. This new approach to measuring student readiness has been noted by the US Department of Education as an innovative practice, and the CCRI holds great promise for promoting an increased focus on readiness in the state.

ISBE requested that Education Systems Center at Northern Illinois University (EdSystems) support implementation of the CCRI by:

- conducting an analysis of existing definitions and data collection structures;
- developing, refining, and providing recommendations on definitions and implementation guidance; and
- identifying key concerns and recommendations for data collection processes to support implementation.

Beginning in May, the EdSystems team embarked on its research and refinement process, and provided several status updates to ISBE throughout the summer and fall of 2017. This report provides an overview of EdSystems' process and outlines their final recommendations for all aspects of CCRI implementation.

Proposed Changes to CCRI¹

EdSystems recommends the following changes to the CCRI (as noted in red strikethroughs and additions), for the reasons discussed in the remainder of this document.

Distinguished Scholar

- GPA: 3.75/4.0
- ~~ACT: 30 or~~ SAT: 1400
- At least one academic indicator in each ELA and Math ~~during the Junior/Senior Year (Algebra II at any time)~~
- Three career ready indicators during the Junior/Senior Year ~~[Algebra II can be in any year, if they earn an A, B, or C]~~
- 95% Attendance junior and senior year

College and Career Ready

1. GPA: 2.8/4.0
2. 95% Attendance in high school junior and senior year

AND

3. Either:

(A) College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act;

OR

(B) *All of the following:*

- One Academic Indicator in each of ELA and Math during the Junior/Senior Year (or Algebra II at any time)
- Identify a Career Area of Interest by the end of the Sophomore Year
- Three Career Ready Indicators during the Junior/Senior Year

Academic Indicators

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+
College Remedial Transitional English (A, B, or C)	College Remedial Transitional Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading 22	Minimum ACT Subject Score of Math 22, + Math in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

¹ From pages 72-74 of ISBE's ESSA State Plan

Career Ready Indicators [Minimum of 3]

- ~~Workplace Learning Career Development~~ Experience
- Industry Credential
- Military Service ~~(including ROTC)~~
- Dual Credit Career Pathway Course ~~(college credit earned A or B grade)~~
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Definition & Implementation Recommendation Development Process

Research: Existing State Analysis

In July 2017, EdSystems provided ISBE with its Phase I report for this work. The team had conducted an analysis of existing definitions, sources, and collection processes, as well as drafted preliminary definitions for career-related indicators. The Phase I report included:

- I. An overview of findings as a result of the scan of academic and career indicator existing definitions, sources, and collection processes
- II. Key implementation and policy issues that pertain to career indicators as part of both the CCRI and the College and Career Pathway Endorsement (CCPE) system
- III. Draft definitions and additional sample definitions/research related to career indicators from the CCRI and CCPE system

Stakeholder Engagement

The EdSystems team gathered feedback on both draft Career Ready definitions and implementation guidance from a variety of statewide committees, as well as conducted direct conversations with both committee members and other stakeholders. The key state committees that reviewed draft definitions and provided feedback are:

- Illinois P-20 Council College & Career Readiness (CCR) Committee
- Workforce Readiness Through Apprenticeships & Pathways (WRAP) Committee of the Governor's Cabinet on Children & Youth
- Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
- Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee

Key Meetings

Meeting	Date
WRAP Steering Committee Meeting	July 26, 2017
CCR Steering Committee Meeting	September 5, 2017
IWIB Apprenticeship Committee Meeting	October 10, 2017
Full CCR Committee Meeting	October 13, 2017
DAA Committee Meeting	November 16, 2017
IWIB Apprenticeship Committee Meeting	December 14, 2017
WRAP Steering Committee Meeting	December 18, 2017
CCR Steering Committee Meeting	December 18, 2017

Definition & Implementation Recommendations

Academic Indicators

While ISBE and ICCB already define and collect data describing nearly all of the academic indicators that comprise the CCRI, the EdSystems team, in collaboration with various stakeholder committees, identified several areas for attention or change.

Remove IB and ACT Scores

Currently, ISBE does not collect International Baccalaureate (IB) test scores, and due to the shift to the SAT, ACT scores are no longer provided to ISBE at the student-level.² As such, EdSystems recommends that these options be removed from Academic Indicators in order to ensure clarity for school administrators and the ISBE data team. If ISBE decides to maintain IB test scores, this will require new data collection processes.

Change “Remedial” to “Transitional”

The term “College Remedial” is not appropriate to describe coursework a student might take at a high school level, as the term “remedial” is commonly understood to refer to coursework that a college student must take to prepare for college-level coursework. Instead, the term “transitional” is used in the Postsecondary and Workforce Readiness (PWR) Act³ to refer to coursework taken by high school students for the purpose of preparing them for college-level core academic courses. To ensure PWR Act consistency and avoid confusion, EdSystems recommends that “College Remedial” be changed to “Transitional” in both the ELA and Math indicators. ISBE will need to establish new course codes in its transcript data collection system for reporting of transitional courses.

SAT Scores

	CCRI Threshold	ISBE Statewide Performance Level 3 (Meets Standards)
<i>ELA</i>	480	540-630
<i>Math</i>	530 + Math in Senior Year	540-660

Members of the Illinois P-20 Council Data, Accountability, and Assessment Committee pointed out that the scores in the CCRI are below the Illinois Statewide SAT Performance levels⁴ that represent mastery of the Illinois Learning Standards. Despite this, the general consensus was that given that the CCRI scores correspond to college readiness benchmarks⁵ outlined by the College Board, they are a suitable threshold for the purposes of this Indicator.

Student Selection of Career Area of Interest

The CCRI requires students not attaining College and Career Pathway Endorsements⁶ to identify a Career Area of Interest by the end of the Sophomore Year. However, “Career Area” is not defined, raising the

² School districts are unlikely to have their students’ ACT scores, unless the district is administering the ACT as part of a local district assessment practice. Otherwise, a student or the student’s parent/guardian would need to authorize release of the score to the district under FERPA.

³ The PWR Act was enacted in 2016, following a four-year stakeholder engagement process (110 ILCS 148/1 et seq.)

⁴ <https://www.isbe.net/Documents/Statewide-SAT-Performance-Levels-Admin-FAQ.pdf>

⁵ <https://collegereadiness.collegeboard.org/about/scores/benchmarks>

⁶ Students attaining a College and Career Pathway Endorsement will, by the nature of the Endorsement’s criteria, pursue coursework and work-based learning experiences relating to a career area of interest.

question of how specific of a selection high school sophomores should make. EdSystems discussed two options with the Steering Committee of the P-20 Council's College and Career Readiness Committee: (1) using the 16 career clusters in the National Career Cluster Framework⁷, as adopted by Advance CTE (the national nonprofit representing State CTE directors); or (2) using the seven endorsement areas adopted by ISBE and other state agencies for implementation of College and Career Pathway Endorsements under the PWR Act. The seven endorsement areas correspond to and logically group the 16 career clusters, as shown in the table below:

ENDORSEMENT AREA	RELATED CAREER CLUSTERS (from National Career Cluster Framework)
ANFR (Agriculture, Food, and Natural Resources)	<ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources
A&C (Arts and Communication)	<ul style="list-style-type: none"> • Arts (Performing and Visual), Audio/Video Technology and Communications
FBS (Finance and Business Services)	<ul style="list-style-type: none"> • Business Management and Administration • Finance • Marketing • Hospitality and Tourism • Transportation, Distribution, and Logistics (Logistics Pathway)
HPS (Human and Public Services)	<ul style="list-style-type: none"> • Education and Training • Government and Public Administration • Law, Public Safety, Corrections, and Security • Human Services
HST (Health Sciences and Technology)	<ul style="list-style-type: none"> • Health Sciences
IT	<ul style="list-style-type: none"> • Information Technology
METT (Manufacturing, Engineering, Technology, and Trades)	<ul style="list-style-type: none"> • Architecture and Construction • Manufacturing • STEM (particularly Engineering and Technology Pathway) • Transportation, Distribution, and Logistics (Transportation Technology) • Energy⁸

The Steering Committee discussed that the Endorsement Area categories would provide a more appropriate “grain size” of career interest area for high school sophomores. However, some Illinois districts have established processes for student career interest area selection that relate to the longer-standing National Career Cluster framework. Ultimately, the general consensus of the Steering Committee (which EdSystems endorses) is to allow districts to utilize either the Endorsement Area or

⁷ <https://careertech.org/career-clusters>

⁸ Energy is an Illinois-specific addition to the National Career Cluster framework.

National Career Cluster framework. For districts utilizing the National Career Clusters, their information can be aggregated up to the Endorsement Area level for statewide data analysis and reporting. While ISBE would need to establish a data collection process enabling either approach, school districts could utilize career exploration and survey activities supported by platforms like Illinois workNet/Career Information System, Career Cruising/Xello, or Naviance. The career interest area selection should be used by districts to advise students on course-taking and work-based learning experiences in their junior and senior year. However, the selection should not prevent a student from switching their area of interest in the junior or senior year upon further reflection and exploration. These selections can also be used by districts to identify areas where there is either an over- or under-supply of career-focused course options based on student interest levels.

Career Ready Indicators

Across the state, schools and districts are actively working to support students to participate in the relevant coursework and activities included in the Career Ready Indicators of the CCRI, though definitions for each of these components varies by district and even by school. Thoughtful implementation of the CCRI provides a unique opportunity to translate work across the state into one unified language, as well as to spur on districts that have not yet been able to on provide critical experiences like work-based learning or dual credit career pathway courses at scale.

The definitions that follow are based on national, state, and local best practices, as well as robust stakeholder feedback. Wherever possible, they are aligned to the PWR Act, as well as work being done by the WRAP Committee of the Children's Cabinet. Where relevant, implementation guidance and residual questions are noted.

Career Development Experience⁹

A supervised work experience relating to an individual's career area of interest that:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills¹⁰ framework; and
5. Includes a Professional Skills Assessment¹¹ that assesses skill development and is utilized as a participant feedback tool.

The student must participate in at least 60 total hours, which may occur over multiple experiences.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or

⁹ Proposed name change from "Workplace Learning Experience" as originally named in ISBE's CCRI, and is based on original statutory reference in PWR Act and stakeholder feedback. In one poll of the P-20 Council's College and Career Readiness Committee, more than three times the number of poll respondents chose "Career Development Experience" as an appropriate name over "Workplace Learning Experience" and other options.

¹⁰ See Appendix for definition of Essential Employability Skills

¹¹ See Appendix for definition of Professional Skills Assessment.

employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider.

Industry Credential

A work-related credential, certification, or license that:

1. Verifies, through a valid assessment, an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: While a credential issued by a postsecondary education provider is not an "Industry Credential," the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an Industry Credential examination.

Military Service¹²

Either (1) split training enlistment, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and attendance at Advanced Individual Training after senior year; or (2) Junior Reserve Officer Training Corps (JROTC) participation during both the junior and senior year.

Dual Credit Career Pathway Course¹³

A college course taken by a high school student for credit at both the college and high school level, which is either a Career and Technical Education course or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.

Implementation Guidance: Students should fulfill this indicator based on whether they successfully receive college credit for course completion, which may be for a grade lower than B.

Completion of a Program of Study

Completion of coursework necessary to qualify a student as a high school CTE Concentrator¹⁴.

Attaining & Maintaining Consistent Employment for 12 Months

Verified employment for a total of 480 hours¹⁵ beginning with summer prior to junior year and continuing through summer after senior year, including summer employment.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. For work experience that will take place during the summer after senior year, verification may be an offer letter from an adult supervisor including anticipated number of work hours. This excludes Career Development Experiences and any hours being counted toward Consecutive Summer Employment.

¹² Proposal for term change to "Military Service (including ROTC)" (proposed change to reflect accuracy in high school context).

¹³ Proposal for term change: "A or B course" to "credit earned" to reflect that students demonstrate readiness for college-level coursework by earning early college credit as determined by the postsecondary institution

¹⁴ ISBE's definition for CTE Concentrator differs from the postsecondary definition as utilized by ICCB.

¹⁵ This entails an average of 10 hours per week for 12 of 24 months

Consecutive Summer Employment

Verified employment for two consecutive summers (120 cumulative hours per summer) beginning with summer prior to junior year and continuing through summer after senior year. Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. For work experience that will take place during the summer after senior year, verification may be an offer letter from an adult supervisor that includes anticipated number of work hours. This excludes Career Development Experiences.

25 Hours of Community Service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.

Implementation Guidance: The student must receive written verification by an adult, non-relative supervisor of the community service that both describes the service performed and documents the number of hours served.

Two or More Co-Curricular Activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,
2. Take place outside of school or after regular school hours, and may be operated by outside organizations.

Implementation Guidance: Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, and mathematics, robotics, and engineering teams and contests. Students may count one extracurricular activity (e.g., sports team, general interest club, etc.) toward the two required co-curricular activities.

Data Collection & Reporting

Local Data Collection Implications

EdSystems has discussed data collection processes both with the P-20 Council CCR committee as well as district-level data staff to understand potential opportunities and challenges as districts and schools roll out the CCRI in their communities.

Although the academic components of the CCRI are collected and reported through existing mechanisms, the Career Ready Indicators are collected inconsistently across schools and districts, and often are collected through unofficial mechanisms (e.g., Google Sheets) that are difficult to draw down from for reporting purposes. While there is a great deal of work supporting students being able to participate in the relevant coursework and activities included in the Career Ready Indicators of the CCRI, systematic data collection of these types of indicators has been challenging for schools and districts.

EdSystems explored three existing career exploration platforms, Illinois workNet, Career Cruising/Xello, and Naviance, as mechanisms for capturing these data. Career Cruising/Xello and Naviance represent the majority of the market across districts and schools in Illinois, though utilization of their features and potential is varied. While IL workNet has not been traditionally utilized in secondary schools, its features can provide a freely available opportunity for districts to utilize the platform to facilitate their data collection and reporting processes. One additional advantage to platforms such as Xello, Naviance, and workNet is that data collection on component parts of the CCRI can be student-driven and adult-verified, generating a sense of responsibility on the part of the student to monitor and achieve college and career readiness.

The table below briefly addresses the potential for each of these platforms for CCRI data collection purposes.

Platform	Potential for Utilization	Cost
IL workNet	IL workNet currently has several related frameworks for worksite placement, career exploration, and assessments that can be combined to capture data on the CCRI. The primary user would be adult guides, who would manage the overall system. Students would be able to self-guide through a menu of options to complete their CCRI career ready components. Adult guides would be able to view a school-wide report on progress toward the CCRI. While much of the related component parts are already in use, there are several components that are being rolled out for other initiatives throughout Fall 2017.	Free
Career Cruising/Xello	Xello has a number of self-reporting mechanisms for students to be able to track progress towards completion of the Career Ready components of the CCRI. The Career Cruising Inspire platform can be utilized in particular for facilitating and tracking Career Development Experiences. Some of the data captured through Xello can be fed back into the school's Student Information System.	Platform has associated fees
Naviance	The Naviance platform is equipped for students to self-report, and an adult (counselor or teacher) to verify activity completion. While	Platform has associated fees

each district would need to work with Naviance to establish a local implementation plan, Naviance can create a “package” that districts can utilize to ensure collection of the CCRI component parts.

Chicago Public Schools is currently working with Naviance on two core packages to support data collection on both their “Learn. Plan. Succeed.” Program and the PaCE framework of the PWR Act, both of which are aligned to the CCRI.

Reporting Platforms

Per discussions with members of ISBE’s data team, student-level data on CCRI component parts will need to be submitted to the ISBE Student Information System (SIS)¹⁶. As such, ISBE will need to develop a template through which schools and districts can provide these data. Ideally, ISBE would make this template available in May or June 2017, to enable the vendors of local district student information systems to incorporate the template into their local packages. There are two potential mechanisms for submitting Career Ready Indicator data to this template (illustrated below): (1) the local data collection mechanism (i.e. career exploration and tracking tools like Naviance, Xello, Illinois workNet, etc.) can provide data in a template aligned to ISBE’s; or (2) data from the local data collection mechanism gets fed into the local SIS, which in turn is reported to ISBE’s SIS.

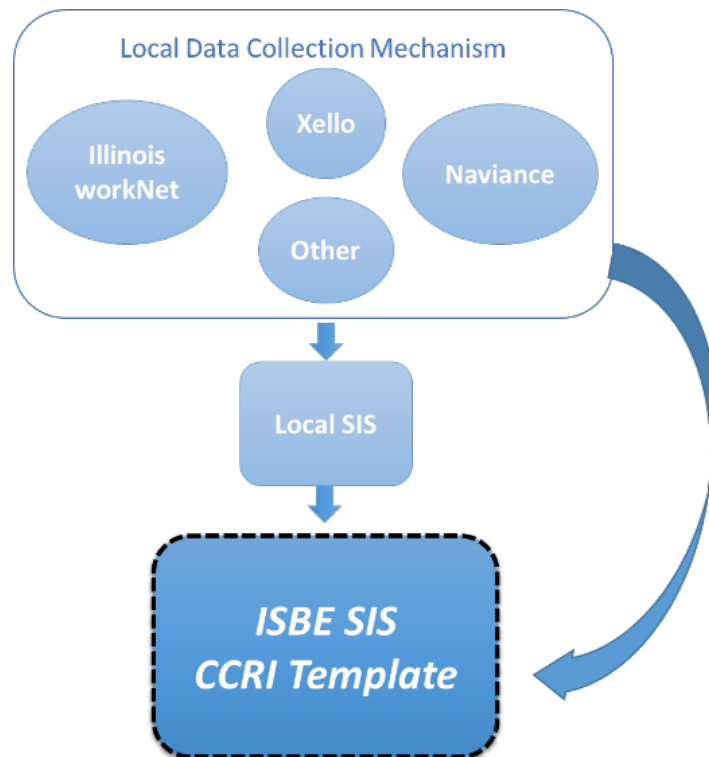


Figure 1: Diagram of CCRI Data Flow

¹⁶ This will include individual student selection of a career area of interest by career cluster or Endorsement Area, as determined by the school or district.

Limitations of Data Collection in 2018-19

As outlined in the State's ESSA plan, schools will be expected to report on the college and career readiness of the Graduating Class of 2019. Given that most, if not all, schools and districts will only begin to collect Career Ready Indicators systematically in the 2018-19 school year, they will have, at best, incomplete data on junior year experiences of the Class of 2019. As such, the CCRI percentage of the Class of 2019 may appear to be lower than reality. In addition, the College and Career Pathway Endorsements from the PWR Act, which represent one means for students to demonstrate Career Readiness in the CCRI, will not be offered until the Class of 2020.

Recommendations for Implementation & Community Support

EdSystems, in collaboration with the stakeholder groups identified previously, has identified several areas for consideration as ISBE embarks on implementation of the CCRI in early 2018, particularly around messaging and onboarding of districts to the broader vision of college and career readiness that the CCRI represents.

Building a Culture of College and Career Readiness

EdSystems recommends that ISBE pursue a robust process for socializing the definitions adopted and their implications for data collection. As noted previously in the report, while many schools and districts are supporting their students to achieve college and career readiness through strategies such as dual credit and work-based learning, approaches and tracking vary statewide based on a variety of local factors. The definitions outlined in this report may be aligned to local efforts, but may require a process by which schools and districts can learn more about the definitions that will determine what their data collection looks like.

To that end, EdSystems proposes that ISBE implement a series of webinars for administrators and counselors to share the definitions and recommendations for data collection. These webinars and stakeholder engagement processes can also highlight the points of connection across the CCRI and the various components of the PWR Act, and how they fit into a broader, robust vision for college and career readiness in the state. Further, ISBE should also identify opportunities to develop awareness of administrators and staff beyond college and career counselors. In particular, teacher preparation programs provide an opportunity to connect efforts around college and career readiness to the classroom.

Ultimately, communicating the ways in which the CCRI is a value-add for student success, rather than an additional reporting requirement, will be critical to broad school and district buy-in and student ownership of their experiences as well. ISBE must communicate that achievement of the CCRI threshold is intended to drive student success in other arenas: attendance, GPA, and a variety of other improved secondary, postsecondary, and career outcomes.

Setting State Data Expectations

EdSystems recommends that ISBE leverage its existing relationships with data platforms such as Career Cruising/Xello, Naviance, and Illinois workNet/Career Information System to identify core strategies for aligning their data collection to ISBE's data reporting needs for the CCRI. These platform providers may await ISBE's development of a CCRI reporting template in order to develop their own collection processes, and accordingly ISBE should pursue as accelerated a timeline as possible for releasing its reporting template. ISBE leadership can help ensure that schools across the state are more easily able to

collect and report data about their students in a manner that is both consistent and more easily analyzed.

Technical Assistance for Data Collection

EdSystems recommends that ISBE provide robust technical assistance to districts as they begin to develop their data collection processes, particularly for Career Ready Indicators. ISBE's quarterly webinars and summer trainings for data officers in school districts around the state are a prime opportunity to share the new collections required and onboard the appropriate staff to what will be asked of them.

Validity and Continuous Improvement

As this indicator presumes to reflect student preparedness for college and career, ISBE should identify ways in which postsecondary and industry stakeholders can continue to learn about the indicator and provide feedback in terms of its quality. Ultimately, in order to maintain and validate this indicator longer-term, ISBE should consider various feedback mechanisms for continuous improvement purposes. This may include engaging bodies such as the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois Workforce Innovation board, and utilizing resources such as the Illinois Longitudinal Data System to explore and validate outcomes for students meeting the CCRI. From the outset, ISBE should consider what research and analysis supports and partners are needed to determine the correlation of the CCRI to other outcomes such as increased graduation rates, increased postsecondary enrollment and completion rates, and enhanced career outcomes.

Appendix: Associated Definitions

The terms that follow are either referenced in the CCRI definitions, included in the PWR Act, or established by the Workforce Readiness Through Apprenticeship and Pathways (WRAP) Committee of the Governor's Children's Cabinet. ISBE should also establish systems to collect data on the following definitions to support PWR Act implementation and WRAP Committee policies: Career Exploration Activity, Team-based Challenges, and Youth Apprenticeship.

CTE Concentrator¹⁷

CTE Concentrator is a secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where two credit sequences at the secondary level are recognized by the state and/or its local eligible recipients.

Career Exploration Activity

An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers for the purpose of gaining knowledge of one or more industry sectors or occupations.

Essential Employability Skills¹⁸

Foundational skills needed for success in college, careers, and life including, but not limited to, the following:

- a. Personal Ethic: integrity, respect, perseverance, positive attitude
- b. Work Ethic: dependability, professionalism
- c. Teamwork: critical thinking, effective and cooperative work
- d. Communication: active listening, clear communication

Optional Resources: Illinois Essential Employability Skills Framework and Self-Assessment; Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

Professional Skills Assessment

A tool-based observational assessment of a participant's performance in a Career Development Experience given by an adult supervisor and shared with the participant that addresses foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework. The Professional Skills Assessment tool is to be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination.

Optional Resource: Illinois workNet's Observational Assessment and Worksite Evaluation tools¹⁹ may be used as a Professional Skills Assessment.

Team-based Challenges

A group problem-based learning project relating to an individual's career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

¹⁷ ISBE currently collects data on CTE Concentrators.

¹⁸ Full Framework can be found at this link: <https://www.illinoisworknet.com/News/Documents/Essential-Handout-2.pdf>

¹⁹ <https://www.illinoisworknet.com/partners/tools/Pages/Assessments.aspx>

Youth Apprenticeship²⁰

A program for youth (ages 16 to 24) currently enrolled in secondary or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field; and
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Implementation Guidance:

- Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range.
- For any industry area where an Industry Credentials does not yet exist, a group of employers that are representative of the industry (including small, medium, and large firms) in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies.

²⁰This definition is still in draft form and will be finalized in January 2018 by the WRAP Committee.



Illinois' ESSA College & Career Readiness Indicator: *Definition & Implementation Recommendations*

January 17, 2018

Jonathan Furr

College and Career Ready

- GPA: 2.8/4.0
- 95% Attendance in high school junior and senior year

AND

- College and Career Pathway Endorsement under Postsecondary Workforce Readiness Act

OR All of the following:

- One Academic Indicator in each of ELA and Math during the Junior/Senior Year (or Algebra II at any time)
- Identify a Career Area of Interest by the end of the Sophomore Year
- Three Career Ready Indicators during the Junior/Senior Year

ELA	Math
ELA AP Exam (3+)	Math AP Exam (3+)
ELA Advanced Placement Course (A, B, or C)	Math Advanced Placement Course (A, B, or C)
Dual Credit English Course (A, B, or C)	Dual Credit Math Course (A, B, or C)
IB ELA Course (A, B, or C)	IB Math Course (A, B, or C)
IB Exam 4+	IB Exam 4+
College Remedial English (A, B, or C)	College Remedial Math (A, B, or C)
	Algebra II (A, B, or C)
Minimum ACT Subject Scores of English 18, Reading 22	Minimum ACT Subject Score of Math 22, + Math in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 480	Minimum SAT Subject Score of Math: 530, + Math in Senior Year

Career Indicators:

- Workplace Learning Experience
- Industry Credential
- Military Service (including ROTC)
- Dual Credit Career Pathway Course (A or B grade)
- Completion of a Program of Study
- Attaining and maintaining consistent employment for a minimum of 12 months
- Consecutive summer employment
- 25 hours of community service
- Two or more organized co-curricular activities

Illinois Every Student Succeeds
Act (ESSA) College & Career
Readiness Indicator (CCRI)

*As included in pages 72-74 of
ISBE's ESSA State Plan*



Research: Existing State Analysis

- EdSystems conducted an analysis of existing definitions, sources, and collection processes, as well as drafted preliminary definitions for career-related indicators. The Phase I report (July 2017) included:
 - An overview of academic and career indicator existing definitions, sources, and collection processes
 - Key implementation and policy issues that pertain to career indicators as part of both the CCRI and the College and Career Pathway Endorsement (CCPE) system
 - Draft definitions and additional sample definitions/research related to career indicators from the CCRI and CCPE system



Stakeholder Engagement

Statewide Committees

- Illinois P-20 Council College & Career Readiness (CCR) Committee
- Workforce Readiness Through Apprenticeships & Pathways (WRAP) Committee of the Governor's Cabinet on Children & Youth
- Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
- Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee

State Bodies Represented

- ISBE
- IL Board of Higher Education
- IL Community College Board
- IL Department of Commerce & Economic Opportunity
- IL Department of Employment Security
- IL Student Assistance Commission
- Office of the Governor, Education Team
- IL Workforce Innovation Board



Key Highlights

- *Overall:* alignment to Postsecondary & Workforce Readiness (PWR) Act, stakeholder input, and national/state/local best practice models
- *Academic Indicators: Proposed Adjustments*
 - Terminology to align to PWR Act
 - Align to State data collections and assessment systems
- *Career Ready Indicators*
 - Proposed changes to terminology in alignment to other State/local efforts
 - Opportunity to translate exciting work happening around the state into unified language, and promote expansion of career exploration and development activities
 - Continued stakeholder engagement, technical assistance, and peer-to-peer learning needed to expand Career Ready related programming
 - Need disaggregated data reporting to analyze practices through an equity lens and for continuous improvement



Definition Example: Career Development Experience

Proposed name change from “Workplace Learning Experience” as originally named in ISBE’s CCRI, and is based on original statutory reference in PWR Act and stakeholder feedback. In one poll of the P-20 Council’s College and Career Readiness Committee, more than three times the number of poll respondents chose “Career Development Experience” as an appropriate name over “Workplace Learning Experience” and other options.

A supervised work experience relating to an individual’s career area of interest that:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; and
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool.

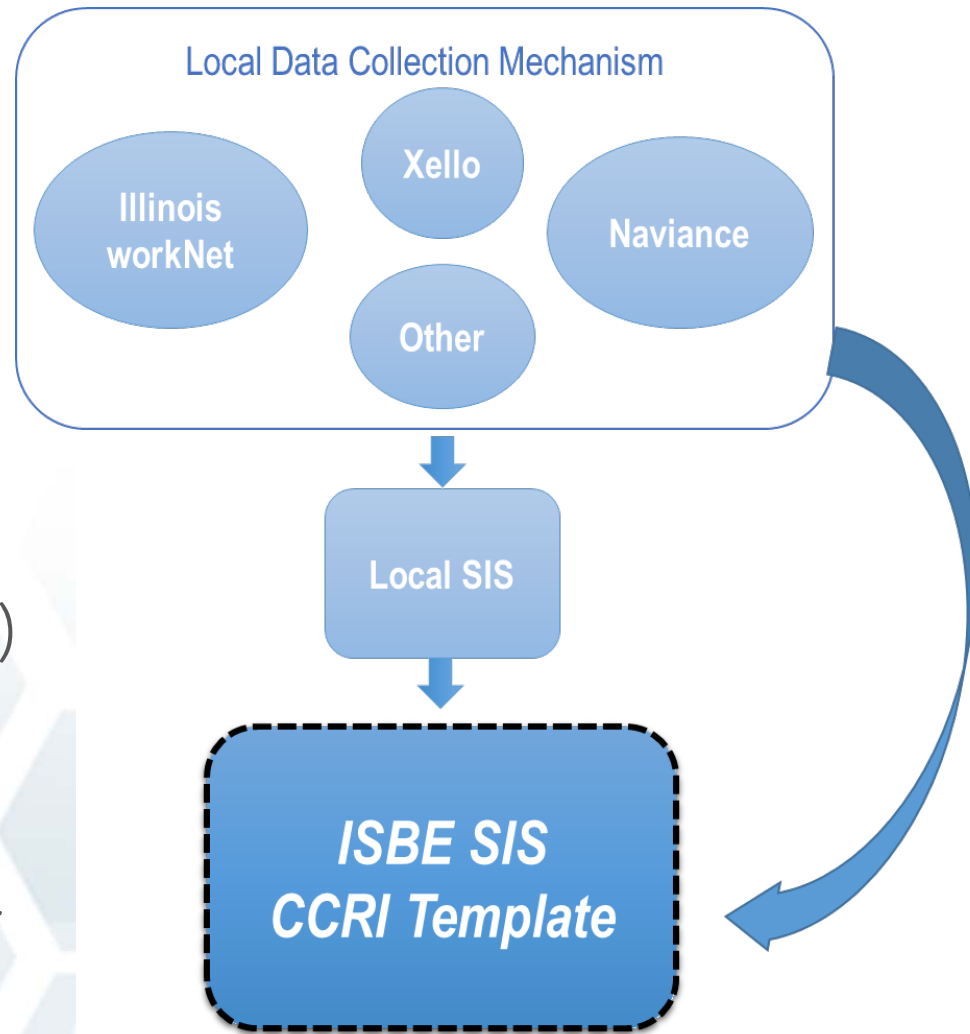
The student must participate in at least 60 total hours, which may occur over multiple experiences.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. However, a Career Development Experience may not consist solely of technical training by an education provider. See Appendix for definition of Essential Employability Skills



Data Collection

- Academic Indicators largely captured through ISBE data collections
- Career Ready Indicators:
 - Largely uncollected (or informally collected) currently
 - Platforms for student self-reporting (with adult verification) exist
- ISBE data team will need to create CCRI template to which schools/districts can align their collections; needed by late spring/early summer for collection to begin in fall 2018





Thank you

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*

Agenda Topic: Fiscal Year 2019 - Investment to Support Educational Excellence
Budget Recommendation

Materials: Exhibit A – Fiscal Year 2019 Superintendent’s Budget Recommendation
Exhibit B – Recommended Assessment Appropriation Detail

Purpose of Agenda Item

The purpose of this agenda item is to present and request the Board to approve the FY 2019 Investment to Support Educational Excellence Budget Recommendation to ensure school districts and other education services providers have increased opportunities to provide services for each and every child throughout all the communities in the State of Illinois. The need for the investment in the education of children has been communicated by educators, parents, families, and community and business leaders.

Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts

The budget is crucial for all aspects of the State Board’s Strategic Plan. State funding supports critical school functions to uphold efforts toward attaining the Board’s goals. This funding provides the most support to Illinois communities most in need.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

1. All kindergartners are assessed for readiness.
2. Ninety percent or more of third-grade students are reading at or above grade level.
3. Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
4. Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
5. Ninety percent or more of students graduate from high school ready for college and career.
6. All students are supported by highly prepared and effective teachers and school leaders.
7. Every school offers a safe and healthy learning environment for all students.

Funding Principles of the Superintendent’s Budget Recommendation

Following guidance and direction from the Board at the December 2017 Board Meeting, the Superintendent’s Investment to Support Educational Excellence Budget Recommendation is established on the following funding principles:

- Equity
- Quality
- Community
- Educator Recruitment and Recognition

EQUITY

We expect all students to read at grade level by third grade, perform math functions at grade level by fifth grade, and graduate ready for both college and a career. However, children come to school with different life circumstances and outside supports. Improving outcomes without addressing issues of equity is impossible. Equity means providing each child with the individualized supports he or she needs to achieve their potential and meet our common, high expectations. Illinois' public schools serve an incredibly diverse student population – including youth in care, students experiencing homelessness, children in families who are struggling to secure enough food or whose parents are incarcerated, children learning English, and students with varying physical and developmental abilities. The state is responsible for creating the conditions for each and every child to thrive.

Evidence-Based Funding takes a significant step toward a more prosperous Illinois. Funding rooted in equity counteracts the historical and structural inequities that place some of our children in situations of greater stress, trauma, and violence. Preliminary Adequacy Target calculations show school districts in Illinois range from having 46 percent to having 284 percent of the resources necessary to provide a quality education to students.

Equity for some students means access to alternative education opportunities. The Truants' Alternative and Optional Education and Regional Safe Schools programs help to mitigate obstacles for students facing discipline or attendance challenges. These programs utilize social and emotional supports, including counselors and smaller class sizes, to ensure that every student has a pathway for success. Hundreds of children are currently on the waiting list for these programs due to funding reductions.

Investing in Illinois' students today pays dividends for the state's future workforce and tax base. For instance, research by Nobel Prize-winning University of Chicago Economics Professor James Heckman shows that every dollar invested in high-quality early childhood programs returns \$7 to \$13 annually per child, based on better education, economic, health, and social outcomes. Ensuring that students have equitably resourced schools; proper nutrition; the support and attention of caring adults; and safe, positive, and inclusive classroom environments lays the foundation for children to grow into socially and economically secure adults.

QUALITY

Quality schools today recognize and nurture the individual strengths each student brings to the classroom, rather than simply teaching reading, writing, and arithmetic. Gone are the days when rote memorization and the one-size-fits-all model could prepare children for success as adults. Illinois' students need relevant, personalized learning opportunities that engage their strengths and interests. A quality education empowers students to graduate with the skills, knowledge, and confidence to thrive in their chosen pathway to success.

Access to well-rounded and rigorous learning opportunities helps students discover diverse pathways to success. For example, career and technical education (CTE) prepares students interested in the trades for careers in high-wage, high-skill, and high-demand occupations. Students who successfully completed a CTE program in 2016 realized a nearly 10 percent increase in graduation rates over the state average and a 40 percent higher median income out of high school. Likewise, students with an interest in the agricultural industry can gain training and leadership capacities through agricultural education. Art and music programs can keep students engaged in school by tapping into their creative potential beyond traditional academics.

State funding ensures students have access to diverse pathways no matter their family income. The Advanced Placement grants provide all students with the opportunity to earn college credit while in high school, saving them time and money when they pursue a degree. Internet access and technological literacy are critical to quality education in the 21st century, yet nearly 90,000 students in 106 school districts in Illinois do not have bandwidth sufficient to engage in digital learning, according to estimates provided by the national nonprofit organization EducationSuperHighway. Broadband Expansion and Technology Support grants provide the connectivity and digital tools necessary for educators to deliver a personalized learning experience to all students.

A new and exciting competency-based education pilot is pushing the bounds of student-centered, individualized learning. The participating districts are incubators for innovation. They are redesigning the high school experience and, in effect, restructuring students' education based on their demonstrated mastery of specific skills, abilities, and knowledge rather than "seat time." The state's investment in elevating the quality and relevancy of public education in Illinois produces a more skilled and motivated homegrown workforce, shining a beacon to businesses worldwide.

COMMUNITY

Children learn and develop in the school, the community, and the home. Addressing the state's deep opportunity gaps requires bridging services to meet the needs of the whole child. Strategic investments can make schools into central hubs for a network of supports for children and families.

After-school programs incorporate schools, districts, community-based organizations, businesses, and local stakeholders. Partners work together to prepare students to thrive by extending learning opportunities in schools, community centers, and homes. After-school programs expose students to the arts, hands-on science, technology, civic engagement, and sports. Students develop 21st-century skills such as problem-solving, critical thinking, leadership, and teamwork. Connections with after-school mentors help students navigate critical transitions academically and developmentally.

The 5Essentials Survey, developed by the University of Chicago Consortium on School Research, continues to show that schools are more likely to succeed when families are engaged. Families often make connections to schools first through out-of-school programs. The Southwest Organizing Project Parent Mentoring Programs help schools address barriers to family engagement and foster trust between families and school staff. Families develop the skills and confidence to support their children's learning.

The Healthy Community Incentive Fund brings resources into schools for holistic supports. Social and emotional development and physical health and well-being go hand-in-hand with academic growth. The state's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom.

Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) are embedded in communities so they can understand districts' unique needs and offer valuable tailored supports. ROEs and ISCs regularly convene the principals and superintendents in their respective regions for professional development and collaboration. ROEs and ISCs operate as a frontline in ISBE's shift from compliance and monitoring to service and support to school districts.

Students need to feel and be well cared for to thrive academically. Investments to anchor community partners in schools leverage the state's collective ability to address opportunity gaps for Illinois' students.

EDUCATOR RECRUITMENT AND RECOGNITION

It is a great time to be an educator in Illinois. The state has a balanced accountability system in place and leadership committed to equitable funding. Illinois is creating the conditions to support, recognize, and retain our excellent teachers.

However, as of October 2017, more than 1,400 teaching positions went unfilled across Illinois. The majority (67 percent) of school districts in Illinois have 100 or fewer faculty members; in these small school districts, even one unfilled teaching position severely limits students' learning opportunities. The teacher shortage is most pronounced in hard-to-staff subjects, such as special education and bilingual education, as well as in the more rural areas of the state.

The stakes are high to ensure every student has an excellent teacher in every classroom. Decades of research show us that positive relationships with caring adults are critical for students to learn. Children deserve to see adults who look like them leading their schools and classrooms. However, in the 2016-17 school year, 83.3 percent of Illinois teachers were white, compared to 48.5 percent of Illinois students. The state must invest in expanding and diversifying the pipeline for recruitment, in addition to retaining Illinois' current teachers.

ISBE is conducting an in-depth year of study to delve into solutions to the teacher shortage, while also continuing to implement promising strategies. Career exploration in middle and high schools through coursework and job shadowing can promote teaching as a professional pathway. The Teacher of the Year/Those Who Excel program highlights the best in the profession and has enormous potential as a recruitment tool. An investment in teacher and principal mentoring programs will empower Illinois' existing leadership to help develop and retain early career educators. Opportunities such as National Board Certification provide critical recognition for the complex work teachers do. ISBE continues to streamline the process for issuing licenses to ensure that highly qualified educators enter the classroom as fast as possible. ISBE is also engaging with Illinois educators on how to elevate the narrative regarding teaching. The state can lead the work of talking about teaching in a way that encourages young people and mid-career professionals to answer the call to teach.

Educators are the heartbeat of any school and the individuals who have the greatest impact on the academic growth of a child. The state's investment in teacher recognition, recruitment, and development translates to a higher-quality educational experience for students and a brighter future for all Illinoisans.

Superintendent's Recommended Fiscal Year 2019 Education Funding Summary

Background Information

The FY 2018 appropriation level increased by \$714.6 million as compared to FY 2017 (\$221.3 million attributable to the payment of normal pension costs for the City of Chicago School District 299) and there was an additional approximately \$1.52 billion in increased funding from FY 2015 through FY 2018 (inclusive of the normal pension costs); however, the cumulative loss of education funding during the preceding eight-year period, FY 2010 through FY 2018, as compared to FY 2009 is approximately \$2.92 billion.

Reduced investments in education have jeopardized Illinois' economic and social future by not providing opportunities to fully prepare students for success in college and career.

The Superintendent's recommended FY 2019 General Funds Investment to Support Educational Excellence Budget Recommendation is \$15.7 billion. The detail of the recommendation is within Exhibit A.

EQUITY

Evidence-Based Funding – Aligned to Goals 1-7

At the heart of the state's reaffirmed commitment to equity is its new funding formula. Evidence-Based Funding (EBF) allows school districts to receive state money in direct proportion to the needs of the district and its students. Districts with greater student needs and fewer available local resources go to the front of the line to receive any new resources available, thus living out the principle of equity that everyone receives according to their need.

Evidence-Based Funding dramatically changes the configuration of the budget recommendation due to:

- The integration of five programs into Evidence-Based Funding:
 - General State Aid
 - Special Education Personnel Reimbursement
 - Funding for Children Requiring Special Education Services
 - Special Education Summer School Reimbursement
 - Bilingual Education Reimbursement
- The establishment of a Minimum Funding Level of \$350 million in new state funds, which are intended to keep pace with inflation and continue to advance equity through the Evidence-Based Funding Formula. The \$350 million will be distributed as follows:
 - \$300 million for Tier Distribution
 - \$50 million for the Property Tax Relief Pool Grant (any amount not distributed through the grant will be distributed through the Tier Distribution)

The design of EBF is to calculate an individual Adequacy Target for each Organizational Unit in the state. (In most cases, "Organizational Unit" refers to school districts.) That Adequacy Target is based on 34 individual cost factors, which include additional supports based on Organizational Units' populations of low-income children and English Learners. Additional supports for students with special needs are provided based on the overall enrollment of the Organizational Unit. These students and their needs are further protected by the statutory requirement that each Organizational Unit provide a spending plan for the EBF it receives with specific detail regarding the expenditure of funds attributable to low-income children, students with special needs, and English Learners.

EBF has provided a more equitable distribution formula and a path toward adequacy. The fact remains that the primary funding source for education in the State of Illinois is the property tax system. At this point in time, the state has not fulfilled its constitutional mandate to assume the primary responsibility for financing the system of public education. Without that commitment from the state, there is a wide variance in what school districts can commit locally, with an inequitable result for students. As previously stated, preliminary Adequacy Target calculations show that Organizational Units in Illinois range from having 46 percent to having 284 percent of the resources necessary to provide a quality education to students. Federal funds support our

highest-needs children and families and on average make up 10 percent of funds provided to districts, so we believe “primary responsibility” constitutes ensuring that every district can meet at least 90 percent of its individual Adequacy Target through a combination of state and local funding support.

The Superintendent is recommending \$13,884,200,000 for FY 2019 to meet this 90 percent threshold and ensure adequate supports for all children in the State of Illinois based upon the singular definition of adequacy provided for in statute. The recommended appropriation level is preliminary and will be refined when FY 2018 EBF calculations are finalized later in the spring.

Mandated Categorical Reimbursements - Aligned to Goals 1-5, 7

EBF articulates the need to fund *all* Illinois schools and students, but the budget also reflects specific student needs addressed through targeted line items. These line items aim to ensure that these students receive a more equitable education according to their needs. Historically, many of these line items were collected under the “mandated categorical programs” (MCATs). Some MCATs have been integrated into EBF; the remaining MCATs in the recommended FY 2019 budget continue the important work of providing districts and other Local Education Agencies (LEAs) with the financial supports needed to assist each child in achieving their greatest potential.

Funding limitations have resulted in the proration of MCAT payments in recent years. The table below illustrates the degree of proration for the various MCAT lines for FY 2015 through FY 2018.

MCAT Proration Level History

Program Name	FY2015	FY2016	FY2017	FY2018
Sp. Ed. - Private Tuition	94%	94%	96%	90%
Sp. Ed. - Orphanage	100%	100%	100%	100%(est.)
Sp. Ed. - Transportation	95%	97%	92%	91%
Transportation - Reg/Voc	71%	70%	71%	84%
Ill Free Lunch & Breakfast	21%	22%	22%	29%(est.)
Regular Orphanage 18-3	100%	100%	100%	100%(est.)

Transportation Reimbursement – Regular/Vocational and Special Education

Regular/Vocational

There are vast differences in the commuting challenges throughout Illinois for schoolchildren, from long commute distances in rural areas to traffic congestion and areas where crime rates are high in urban and suburban areas of the state. School transportation via the traditional yellow school bus provides the safest and most dependable mode of transportation for students to reach school, as many have limited -- or no -- means to get to their school without it.

The Regular/Vocational Transportation Reimbursement appropriation has not been fully funded since FY 2010. The average proration has been 73 percent since FY 2011; however, FY 2018 funding levels rose to 84 percent proration due to a \$57.1 million increase of funding.

Special Education

Special Education Transportation is essential for the unique transportation needs of students with disabilities. Per the student's disability and their Individualized Education Program (IEP), specialized transportation services ensure safe travel to a special education private facility or program provided by another LEA.

The Special Education Transportation Reimbursement appropriation has not been fully funded since FY 2012. The average claim growth was 2.2 percent, with an average proration of 97 percent from FY 2013 through FY 2016.

Special Education Private Facility Reimbursement

Equity equates to providing each child with the individualized supports needed to achieve high academic standards. Special education private facilities provide a critical alternative learning opportunity for those who are not achieving success in the regular education environment. There are approximately 7,700 students (2.6 percent of the children identified with special needs) currently educated in an approved in-state or out-of-state special education private facility.

The Special Education Private Facility Reimbursement appropriation has not been fully funded since FY 2011. The average proration has been approximately 92 percent since FY 2012.

Regular and Special Education Orphanage Reimbursements

Funding for the population of students in these two line items goes to better serve children at risk of not meeting their full potential who are primarily under the care and custody of the Illinois Department of Children and Family Services Guardianship Administrator. As such, these youth in care are placed with a foster family or in a licensed group home. District budgets are impacted as they are required to enroll and provide the full range of general and/or special education services for children who are classified as youth in care by the State of Illinois. These line items provide reimbursements to school districts whose budgets have been impacted by the placement of these students.

Illinois Free Lunch and Breakfast

Numerous studies indicate that proper nutrition is critical for children to be able to learn and lead healthy lives. This program provides additional funding to assist school districts in providing nutritious breakfasts and lunches to children who qualify under the free income guidelines established by the National School Lunch Program.

The Illinois Free Lunch and Breakfast Program also provides the funding to meet the mandate that every public school must have a program that provides free lunches (and breakfasts, if a school offers breakfast) to eligible students. The statutory reimbursement rate is \$0.15 for each meal served.

Declining state revenues led to an appropriation reduction from \$26.3 million in FY 2012 to \$14.3 million in FY 2013 and FY 2014 to \$9 million in FY 2015 – FY 2018, respectively. The federal National School Lunch Program requires a minimum the state must expend from the Illinois Free Lunch and Breakfast program to qualify for Federal Child Nutrition funding. Illinois receives more than \$700 million annually in Federal Child Nutrition funding. The current \$9 million appropriation is the state minimum to maintain effort.

Fiscal Year 2019 MCAT Programs – Recommended Funding (\$000's)

The Superintendent is recommending full funding for all MCAT line items for FY 2019. Children should be provided with the necessary financial supports from these programs to meet their needs, whether for special services, proper nutrition, safe transportation to school, and/or optimal opportunities for youth in care of the state to achieve their potential and meet high education standards.

Program Name	FY2019 Recommended	FY2019 Projected Proration	Increase (Decrease) Over FY2018
Sp. Ed. – Private Tuition	\$157,100.0	100%	\$21,834.5
Sp. Ed. – Orphanage**	\$65,500.0	100%	(\$2,677.6)
Sp. Ed. – Transportation	\$445,200.0	100%	\$57,517.4
Sub-Total Special Ed	\$667,800.0		\$76,674.3
Transportation – Reg/Voc	\$343,800.0	100%	\$80,890.2
Ill Free Lunch and Breakfast	\$31,400.0	100%	\$22,400.0
Regular Orphanage 18-3	\$13,600.0	100%	(\$3,400.0)
Total Mandated Categorical Programs	\$1,056,600.0	100%	\$176,564.5

** Sp. Ed. – Orphanage is a reimbursement program funded during a current fiscal year, meaning that FY 2019 educational costs will be funded with FY 2019 appropriation amounts. The recommended appropriation amount will be finalized later in the spring as agency staff work with the City of Chicago Public Schools (CPS) in FY 2018 as the transition is made from CPS Block Grant funding to actual claim funding as required by Public Act 100-0465.

Early Childhood Education – Aligned to Goals 1-7

At the request of early childhood advocates, the majority of early childhood funding needs were not included within EBF. Instead, they flow through designated funding streams with a high potential for impact. The research is clear. Investment in early childhood education benefits children and the State of Illinois. For every dollar invested in high-quality programs, the state will ultimately see a return of \$7-\$13 annually. Young people who attend preschool programs are more likely to graduate from high school and own homes.

The percentage of children under 5 living in poverty has been steadily increasing in Illinois since 2010. Even with recent increases in available services to children, an estimated 265,000 children from birth to age 5 are living in families that are at or below 185 percent of the federal poverty level and are not being served by an Early Head Start, Head Start, Prevention Initiative, Preschool for All, or Preschool for All Expansion program.

To start to counteract this trend, the State Superintendent is recommending \$493.7 million for Early Childhood Education, an increase of \$50 million over the FY 2018 appropriation of \$443.7 million.

The U.S. Department of Education awarded Illinois an \$80 million grant in December 2014 for Preschool Expansion. The approved application incorporated the state's plan to invest more in early childhood education, expanding access to quality services for children in Illinois. As part of the grant proposal, beginning in 2016, Illinois was to provide an increase of \$50 million per year for five years to the Early Childhood Block Grant. FY 2019 will be year 4 of the five-year commitment.

This expansion of preschool programs and wrap-around services support children like Tommy, who arrived at the Rockford School District 205 preschool program with severe behavior issues impacting his ability to learn. Targeted and integrated supports from his teacher, the school principal, family support team, and social worker and collaboration with Tommy's counselor and his family's church parent program have allowed Tommy to improve academically, developing new social and emotional skills and becoming prepared for kindergarten.

Early Childhood Block Grant programs will serve approximately 76,000 Illinois children, birth through age 5, in FY 2018. It is estimated that a \$50 million increase in FY 2019 will allow an additional 4,000 children to receive these critical services, laying the foundation for these children to be ready to learn in kindergarten and to grow into socially and economically secure adults.

Truant Alternative and Optional Education – Aligned to Goals 4-7

Equity means ensuring that every student has a pathway for success. The Truants' Alternative and Optional Education Program (TAOEP) is available to prevent and address attendance barriers to success. The program serves students with attendance problems and/or dropouts up to and including those who are 21 years of age, provides truancy prevention and intervention services to students and their parents, and/or provides part-time or full-time options to regular school attendance. The FY 2018 appropriation of \$11.5 million funded services for approximately 28,085 students. The Superintendent recommends \$14.5 million for this program for FY 2019, an increase of \$3 million (26 percent) over FY 2018. This increased recommended appropriation level is still only 60 percent of the amount appropriated in FY 2009 for TAOEP and re-enrolling students. The increased funding for FY 2019 would allow TAOEP programs to provide additional social and emotional supports to students and to provide services for approximately 170 students currently waitlisted (as estimated by the Regional Offices of Education).

Alternative Education – Regional Safe Schools – Aligned to Goals 4, 5, 7

Equity for some students means access to alternative education opportunities. The Regional Safe Schools program provides alternative education for youth in grades 6 through 12 who are on suspension, are expulsion eligible, or have been expelled or suspended for more than 20 days due to gross misconduct and who are administratively transferred to a Regional Safe School at the discretion of the local school district. The Superintendent recommends \$11.3 million for this program for FY 2019, an increase of \$5 million (79 percent) over FY 2018. The recommended appropriation level for FY 2019 represents only 61 percent of the amount appropriated in FY 2009. The requested funding would enable Regional Safe Schools to provide a greater range of holistic services, focus on restorative justice practices, and enroll and accommodate the needs of the approximately 180 currently waitlisted students (as estimated by the Regional Offices of Education).

Homeless Education – Aligned to Goals 1-5, 7

Students and families experiencing homelessness and in housing transition are among Illinois' most vulnerable residents and often experience barriers resulting from inequity. Students who are uncertain of where they will be sleeping from night to night need and deserve additional supports to allow them not only to access educational programs but also to remove barriers to academic success. The Superintendent is recommending \$3 million for the Homeless Education Program. A total of 44,195 homeless students have been reported by the districts in FY 2018 thus far. Funding will be provided through competitive grants to provide assistance, support services, outreach, and advocacy needed for homeless students to remain in school and have equal access to the same free and appropriate public education provided to other children and

youth. Providing state funds for support services and outreach to homeless children and youth will help ensure that homeless children and youth are identified under the McKinney-Vento Homeless Act, are enrolled and participating fully in school, and have equal access to the same free and appropriate public education provided to non-homeless children and youth.

Philip Rock Center and School – Aligned to Goals 1-7

The Philip Rock Center and School serves students who are both deaf and blind, either as residents of the school or through technical support services to approximately 400 children. The program supports the whole child, offering an extensive array of supports including family support/training, technical assistance, professional development and training, evaluations, and transition information for students ages 3-21. In providing supports targeted to need, the Philip Rock Center fulfills the premise of equity to “meet students where they are.”

The impact of the Philip Rock Center has been expressed numerous times by parents statewide as follows:

- “We are pleased with the fact that the paraprofessionals and teachers are so committed to the children and vision of PRC that they have shown long tenure that indicates commitment, loyalty and passion.”
- “Staff nurses or long-term agency nurses who know our child and interact with the parent in a knowledgeable manner, acting as a team with the parent for the medical needs of our child.”
- “The fact that our child is integrated into the community through attending the public school classrooms, as well as community outings.”
- “What has worked very well for our child are the coordination of therapeutic outings such as regular swim lessons and now equestrian therapy.”

The Superintendent is recommending FY 2019 appropriation level of \$3,577,800.

Materials Center for the Visually Impaired – Aligned to Goals 1-5

The Illinois Instructional Materials Center is a repository for educational materials for students who are blind or visually impaired throughout the State of Illinois. The materials include large print books, braille books technology, and educational aids.

The center services as a vital resource for students and school districts. The collection of books and materials provides meaningful and engaging access for students across Illinois. School districts with limited resources also benefit as materials are shared and available to all. Large print books and braille books can range from a few dollars to tens of thousands of dollars for a single text; this expense would otherwise put these materials quickly out of reach of students and schools. Similarly, one student who uses Google products was unable to access the software with his current braille devices. The young man received support from the center and was able to utilize an updated device that is compatible with Google products.

These are just a couple of examples of how providing access to necessary materials for students provides a pathway forward for growth and development. The direct impact of the center on the lives of students, meanwhile, is just one example of how equitable access to programs and materials has a positive and lasting impact on students.

The Superintendent is recommending an appropriation level of \$1,421,100 for FY 2019 to support educational excellence for these students.

Blind and Dyslexic – Aligned to Goals 1-5

Schools have an obligation to support students with disabilities from both a legal standpoint – given student rights guaranteed in the federal Individuals with Disabilities Education Act and the Americans with Disabilities Act – and a moral standpoint. These students' education is enhanced by access to specific learning resources. The State of Illinois is proud to partner with Learning Ally, a national nonprofit with a mission of making reading accessible for all, to provide schools and students with access to such resources. Learning Ally supports 750 schools and more than 25,000 K-12 students in Illinois who have print disabilities such as blindness, visual impairments, and dyslexia. Learning Ally's program delivers accessible, human-narrated audio versions of textbooks and other instructional materials. Funding gives schools access to Learning Ally's library of more than 85,000 titles of literature and textbooks. Enrolled schools have unlimited access to this library and to playback software and apps for use on computers, iPads, tablets, or Chromebooks for unlimited numbers of qualifying students, both in school and at home. The goal is to ensure success for all learners by providing resources and accommodations for students with print disabilities and training for educators. The Superintendent is recommending an appropriation level of \$846,000 for FY 2019.

Community and Residential Services Authority – Aligned to Goal 7

Students and the families of students with severe behavioral or emotional disorders often face challenges in finding effective resources and connecting with their communities, with a correspondingly negative effect on the students' education. The Community and Residential Services Authority (CRSA) is an interagency group created by the Illinois legislature in 1985 and specifically tasked with identifying and addressing barriers facing parents, professionals, and providers when any of these parties attempt to get needed services or programs for individuals with a behavior disorder or a severe emotional disturbance and for their families. CRSA consists of representatives from state human service agencies, legislators, and gubernatorial appointees. CRSA uses a proactive approach to provide technical assistance to families, educators, and others in order to develop and provide services to students. In addition, CRSA acts as the primary facilitation/coordinator of supports between home, family, and community. Supports recommended by the CRSA approach are child-centered, family-focused, community-based, and culturally sensitive.

This program is vital in ensuring that students and families are supported, as there is a high proportion of students that find themselves being excluded from their home and communities due to behavior/social-emotional factors. CRSA works to ensure that communities are equipped to provide critical supports to students and families so that students and families are able to navigate home, school, and community with a support team that seeks to empower and improve outcomes for students and families.

The Superintendent is recommending an appropriation level of \$634,000 for FY 2019, which is a \$55,000 increase over FY 2018. The additional funding will be utilized to meet increasing demand for services.

Autism – Aligned to Goals 2-6

The Illinois State Board of Education has partnered with the Illinois Center for Specialized Professional Support (ICSPS), located at Illinois State University, to provide a range of critical supports for students along the autism spectrum. Funds are awarded through a grant agreement and provide a variety of resources, including:

- Technical assistance to student, family, school, and community

- Professional learning to stakeholders participating in community-centered planning for students and families (online and in person)

This funding is critical to meet students' needs and to help them maximize their potential for a positive and healthy adult life as more of them transition from high school into postsecondary settings. Student needs along the autism spectrum vary widely, so ICSPS emphasizes ensuring that family members and secondary/postsecondary staff are well equipped to provide supports that are relevant, timely, and student-centered. The Superintendent is recommending \$100,000 for FY 2019.

Tax Equivalent Grants – Aligned to Goals 1-7

Equity of opportunity means the ability to consistently access and utilize resources that are necessary to provide a quality education to students. To this end, in accordance with the School Code (105 ILCS 5/18-4.4), ISBE is required to provide Tax Equivalent Grants to make up for lost property tax revenues due to state property ownership in the Chaney-Monge School District 88. The state-owned property does not yield property tax revenue for the school district's use, so ISBE addresses the resultant gap through Tax Equivalent Grants and thus holds funding steady for students in the applicable district. The Superintendent is recommending \$222,600 for FY 2019.

QUALITY

Assessments - Aligned to Goals 2-4

A benchmark of student performance data representing all students in the state is essential to understanding where students are succeeding and where we need to continue to innovate in order to meet diverse student needs. A strong, differentiated assessment system is essential to understanding the quality of public education and equity of outcomes for all children.

FY 2019 represents a period of significant change and transition for Illinois assessment. Operational contracts for the administration of the 3-8 accountability assessment and the high school accountability assessment expire June 30, 2018. Engagement with multiple stakeholder groups has made clear that the field needs and wants more from these accountability assessments. Our budgetary request is structured to procure at the 3-8 level:

- More immediate return of results
- New reporting structures with supports to make results more usable
- Exploration of computer adaptive testing models
- Expansion of native language assessment options at all grade levels

At the high school level, there is significant demand for assessments in grades 9, 10, and 11 to allow for the calculation of student growth. Growth would count for 50 percent of the overall summative rating in the new accountability system. That weighting is not possible without assessments in multiple grades.

The request for high school administration represents the change from a single mandatory and two optional grade levels to three mandatory grade levels, as well as development costs associated with providing native language math assessment options. The requested amount for the Dynamic Learning Maps Alternate Assessment is also increased because it must also be offered in these expanded grades. A procurement process is underway to secure these high school accountability assessments.

English Learners use the ACCESS assessment to measure their English proficiency. Increased ACCESS 2.0 costs reflect a change in the English Learner proficiency criteria. The WIDA consortium updated its proficiency level cut scores for ACCESS 2.0. The reading and listening were re-centered, and the speaking and writing domains were rescaled. The new scale is significantly more rigorous than ACCESS 1.0. The test content remains consistent, but students have to answer more items correctly to earn the same score on the new scale. Exit criteria were changed from a 4.2 in reading and writing and 5.0 overall to a 4.8 composite score, but fewer students are expected to exit English Learner status each year, meaning more students will need to be tested in FY 2019 and beyond.

The science assessment request also has development costs associated with it. Illinois relied on content developed by the Office of the State Superintendent in the District of Columbia for the first two years of implementation, but the state must now assume the responsibility of its own content and item development or else procure a fully developed test at greater cost.

The Superintendent is recommending \$48.6 million for assessments in FY 2019. A breakdown of assessment costs is attached as EXHIBIT B.

Career and Technical Education – Aligned to Goals 4-6

Career and technical education (CTE) programs in Illinois strengthen students' technical skills; facilitate transitions to postsecondary training programs, employment, or both; help students meet the Illinois Learning Standards; and close achievement gaps. CTE programs meet students' needs; create personalized learning opportunities that engage students' strengths and interests; and provide a quality educational pathway that empowers students to graduate with skills, content knowledge, and confidence to succeed in a chosen pathway.

CTE provides instruction for careers in high-wage, high-skill, and high-demand occupations. The secondary CTE instructional programs are grouped into five broad areas based on content and provide students with 16 career pathways. The five broad content areas are Agriculture Education; Business, Marketing and Computer Education; Family and Consumer Sciences; Health Science Technology; and Technology and Engineering Education. Forty-five percent of all Illinois students enrolled in public secondary schools (grades 9-12) participated in CTE in FY 2017. In FY 2017, 645 Illinois high schools participated in CTE programs and 639 high schools had on-site CTE programs provided.

CTE funding, in addition to funding administered by the Illinois Community College Board, leverages approximately \$39.8 million in federal funding annually. The Superintendent recommends funding CTE at \$38,062,100, the level required to meet the federal maintenance of effort requirements for FY 2019.

Agricultural Education - Aligned to Goals 4, 5

Ag ed programs serve more than 30,000 students in 332 secondary schools across the state, nearly 660,000 kindergarten through eighth-grade students, and approximately 9,000 students in 28 community colleges and four universities. Ag ed is founded on the three-circle model whereby students' learning experiences include work-based learning activities and supervised agriculture experiences (SAE); application of classroom and industry skills in high school and through postsecondary education opportunities; and premier leadership, personal growth, and career success through student organizations, such as FFA. The Three Circles grant program specifically partners with districts for ag ed teacher service costs incurred outside of the normal school day.

"I like to hire students who are FFA members with an SAE because they know how to set goals and are driven to learn and better themselves. With the guidance of their FFA advisor, they plan for success and advancement later on in their own careers and businesses," says Jay Harris of J.O. Harris Equipment Sales of rural Alexander. "After high school and/or college, they are always on the top of my 'to hire' list. Eighty percent of my employees are past FFA members who started their careers with an SAE."

The Superintendent is recommending funding of \$5 million for agricultural education.

School Support Services (Lowest-Performing Schools) – Aligned to Goals 1-7

The Superintendent is recommending a \$5 million appropriation for the state's lowest-performing schools. It is estimated that the funds would provide assistance to 87 school districts encompassing 270 schools, in addition to the 21 priority school districts with 35 schools. The funds will support these schools as they implement strategies and interventions that support strong leadership, effective teachers, strategic use of time, effective instruction, critical use of data, supportive school environment, and close family and community engagement. This work supports all of the Board goals given its reach across grade levels.

The enacted FY 2018 budget included \$1 million in appropriation. Funding supported the bottom 20 percent of schools as they implemented strategies and interventions. The Elementary and Secondary Education Act was reauthorized at the Every Student Succeeds Act (ESSA) in December 2015. ESSA requires the identification of schools that are underperforming. ESSA also requires Illinois to identify the lowest 5 percent of schools for comprehensive services as well as those schools with one or more underperforming subgroups for targeted services. Those schools designated for comprehensive services are identified as "lowest-performing schools" within Illinois' ESSA-approved accountability system and will be eligible for funds from this line item.

District Intervention – Aligned to Goals 1-7

Educators, community members, and district volunteers have requested supplemental funding for the ISBE intervention school districts: North Chicago CUSD 187 (\$3,364,300) and East St. Louis School District 189 (\$3,197,600). Both academic and fiscal improvements have been made at these school districts, but the districts remain encumbered with debt service payments as a result of decisions made prior to state intervention. These debt service payments require that funding intended to provide opportunities for children in need instead be utilized for debt service. The budget enacted in FY 2018 provided \$6.6 million for the annual debt service payments for both districts.

These annual debt payments represent principal and interest. Debt payments for the two districts, FY 2019 through the maturity dates, are as follows:

	Principal	Interest	Total
North Chicago CUSD187	\$32,680,000	\$24,539,938	\$57,219,938
E. St. Louis District 189	\$22,985,000	\$6,096,140	\$29,081,140
Total	\$55,665,000	\$30,636,078	\$86,301,078

If the debt service payments were continued based on the scheduled payments of the original bond issuances, 35.5 percent of the amount paid would be attributable to interest to bond holders as opposed to providing educational opportunities for children.

The Superintendent is recommending \$6,561,900 for district intervention for FY 2019. However, the Superintendent is also recommending that agency staff work with the various stakeholders to develop a more cost-effective plan to address the burdensome debt obligations for these two districts.

District Broadband Expansion – Aligned to Goals 2-5

Internet connectivity has become a basic element of 21st-century education, and yet it is estimated that 106 Illinois districts serving approximately 90,000 students need fiber upgrades to provide the kind of reliable connectivity needed to provide a quality education. Illinois could make significant federal funds available to these districts in need of stronger internet infrastructure by including a state line item for district broadband expansion.

The Federal Communications Commission (FCC) provides federal match funding through states for schools to expand broadband availability through its E-rate program. The FCC currently has supplemental funds available through the program for special construction projects. These funds are in addition to the normal 70 percent E-rate program. The additional funds are subject to state dollar-for-dollar matching requirements and are scheduled to only be available through FY 2019. Advocates have requested that the ISBE budget include matching funds to support the additional available federal funds for reimbursement of special construction costs for entities eligible for the E-rate program. The federal funds would provide up to 10 percent reimbursement of the cost of eligible broadband special construction projects. The expansion of broadband to schools statewide is supported by a partnership with the Office of the Governor, Illinois Department of Innovation and Technology, and national nonprofit EducationSuperHighway. ISBE and the Governor recommended an investment of \$5 million for District Broadband Expansion in FY 2018; however, no appropriation was enacted. At that time, it was estimated that \$13 million would be needed over the two-year period. Those estimates have been revised utilizing the latest data from federal filings. Based on the latest estimates from EducationSuperHighway, the Superintendent recommends a \$6.3 million appropriation to provide matching funds to access federal funds to support broadband expansion special construction costs in FY 2019.

State and District Technology Support – Aligned to Goals 1-7

The Superintendent's FY 2019 recommendation of \$4.5 million includes support for the Learning Technology Centers (LTCs) and the Illinois Virtual School (IVS). The requested funding is an increase of \$2.1 million (84.1 percent) over FY 2018 that will fund enhancements to the IVS and expand LTC services to more closely align with ISBE goals and the ESSA State Plan, resulting in a higher-quality education for students.

The state and district technology recommendation includes \$2.03 million for LTCs and \$2.45 million in funding for the IVS. The LTCs work with Regional Offices of Education, Intermediate Service Centers, special education partners, vocational education partners, and directly with districts to implement digital age learning. Additionally, the LTCs provide technology readiness support for districts and schools, especially for Partnership for Assessment of Readiness for College and Careers tests and online assessments, E-rate, student data privacy concerns, and professional development focused on integration of technology in the classrooms. The language in ESSA requires the state to provide professional development opportunities to schools concerning student data privacy (Technology and Student Data Privacy Professional Development (Sec. 2001)) as well as to help districts with their technology readiness needs (Student Support and Academic Enrichment Grants (Sec 4101)). The LTCs continue to provide

support to meet portions of both requirements and to expand quality learning opportunities for educators and students.

IVS provides online, teacher-facilitated courses to public, private, and home-schooled students in grades 5 through 12 as well as online professional development to Illinois educators. More than 520 schools have used IVS to expand access and enhance student learning opportunities. The recommended additional funding of \$1.5 million in FY 2019 would provide support to the approximately 390 school districts that currently do not provide adequate opportunities for students to participate in Advanced Placement or International Baccalaureate courses through the IVS. These opportunities are flexible in design to accommodate individual student needs.

The online courses are standards-aligned and taught by Illinois-licensed teachers. IVS employed 64 Illinois licensed teachers and six Registered Nurse facilitators in FY 2017. In FY 2017, 5,848 students enrolled in IVS courses. Students enrolled in the full semester classes had a completion rate of 93 percent. This number includes 1,416 credit recovery course enrollments.

Competency-Based Pilot – Aligned to Goals 4, 5

The Postsecondary and Workforce Readiness (PWR) Act (Public Act 99-0674) requires ISBE to establish and administer a competency-based high school graduation requirements pilot program as one of a number of strategies to prepare more students for meaningful college and career opportunities. The pilot program is intended to lead to the full development and implementation of a competency-based learning system whereby students' high school graduation will be contingent upon their demonstrated competency and learning rather than by amount of time spent in class. Ten school districts applied to participate in the competency pilot in FY 2018. The PWR Act allows up to 12 districts to be selected in each of the first two cohorts. The FY 2019 request includes funding for 24 districts, including 10 selected in the first cohort, 12 expected to be selected in the second cohort, and two districts that may be selected to fill the remaining two spots in the first cohort.

The Superintendent recommends \$2.2 million in funding to support grants for up to 24 districts in the first and second cohorts and to provide networking support and other technical assistance that supports learning in more relevant ways for these incubators of innovation. The grant funds will offset costs of educator professional development opportunities, tools to measure skill mastery, and access to coaching in order to guide development and implementation of competency-based learning systems. Districts in the pilot need additional support in order to transform the learning environment and provide quality educational opportunities that prepare students for college and careers.

Section 30 of Public Act 99-0674 requires ISBE to conduct an evaluation of the competency pilot program. Section 35 specifies an evaluation be conducted in the 2021-22 school year. ISBE needs to procure an evaluation through a competitive process to establish the baseline and track development of the pilot program in order to comply with this requirement. The FY 2019 request includes funding for an evaluation estimate of \$225,000 based on previous competitive evaluations. These funds will not only allow ISBE to fulfil its statutory obligation but also provide the opportunity for the agency to learn from the field's implementation and better serve districts.

Advanced Placement - Course Implementation – Aligned to Goal 5

ISBE stands behind its goals of offering diverse pathways and rigorous academic opportunities for all students. Rigorous high school coursework programs like Advanced Placement (AP) and International Baccalaureate (IB) provide such pathways and opportunities. The AP program is

supported by College Board and widely supported by school districts, which have seen great gains in student success through the program. For example, Southland College Prep High School, an AP Course Implementation grantee, was able to nearly triple the number of students enrolled in AP coursework over a five-year period. This focus on access and equity led to Southland College Prep being ranked this year at the Silver Medal level for college and career readiness by U.S. News and World Report. The IB program commands similar respect at both the secondary and postsecondary level.

AP in Illinois has been particularly successful and has grown significantly over the years. The AP program is currently serving approximately 28,000 students, who took 51,320 AP exams in May 2017, up 6.3 percent from May 2016. The recommended funding would fund new or expand existing programs for such rigorous secondary or pre-secondary coursework, provide teacher professional development and training through a partnership with the College Board, supply curricular and resource materials for students and parents, provide student assistance resources to prepare students to enroll in courses, and/or assist students currently enrolled in courses to successfully complete those courses and pass an exam to receive college credit. Additionally, this line item will support the Lead Higher Initiative, the goal of which is to enroll 100,000 low-income and minority students in AP and IB courses in the state. ISBE has partnered with national nonprofit Equal Opportunity Schools, a powerful resource solely dedicated to supporting schools and students driving down the AP and IB paths, and is proud to offer new grantees access to their technical support. The requested amount would increase the number of schools served and expand academic learning opportunities. The Superintendent is recommending doubling the number of academic opportunities for students by requesting \$1 million in support of Advanced Secondary Coursework (Advanced Placement) for FY 2019.

Low-Income Advanced Placement – Aligned to Goal 5

The percentage of low-income students taking AP exams has increased every year since 1998. This trend is expected to continue for Illinois school districts and students based on outreach efforts and student access initiatives such as the Lead Higher Initiative, a partnership with national nonprofit Equal Opportunity Schools. These programs are designed specifically to level the educational playing field by diminishing barriers and expanding rigorous learning opportunities for every student through the AP pathway. Students who pursue AP courses and take AP exams can transition successfully to college, reduce the amount of their college remediation, and receive early college credit.

One barrier that stands in the way of low-income students pursuing the AP pathway is the cost of AP exams. That barrier is eliminated and more students can access the benefits of AP opportunities when ISBE provides AP exam fee reimbursement for low-income students. In 1998, one year before the AP low-income exam fee reimbursement program was available, 1,424 applications for AP exam fee waivers were received. Since the inception of the program, requests have grown to 51,320 students who took AP exams in 2017. The growth rate equates to a 3,500 percent increase over the last 19 years.

The Superintendent recommends \$2 million for FY 2019, which would continue to increase access to well-rounded, rigorous learning opportunities and support college credit earning potential through an AP pathway for Illinois students by diminishing barriers for low-income students.

Charter School Revolving Fund – Aligned to Goal 7

The Superintendent recommends a General Funds appropriation of \$2 million to replenish the funds in the Charter Schools Revolving Fund. The fund provides interest-free loans to charter

schools throughout Illinois for facilities acquisition and improvement during their initial charter term (up to five years). It should be noted that this purpose is in contrast to the purpose of the Federal Title V Charter School grant (Title IV under ESSA), which provides for sub-grants to support planning, program design, start-up, and best practice dissemination for charter schools. These grants do not address charter schools' facility needs, however, leaving some charter schools with the choice of directing operating dollars into the classroom or toward facilities and jeopardizing the quality of students' educational experience. The availability to secure loans would benefit the six charter schools eligible for loans this year by allowing operating dollars to stay in the classroom. It is estimated that facility renovation needs of these charters range from \$150,000 to \$13 million.

Arts and Foreign Language – Aligned to Goal 5

The Illinois Arts Council was appropriated \$500,000 for Arts and Foreign Language Grants in FY 2018. The council provided grants to districts through planning and implementation in FY 2018. The Illinois Arts Council has requested a \$475,000 appropriation from the General Assembly for FY 2019. ISBE is supportive of this program and the appropriation request from the council. At this time, however, the Superintendent is not recommending a separate appropriation for the Arts and Foreign Language program for FY 2019

COMMUNITY

After-School Programs - Aligned to Goals 2-5, 7

After-school programs are a critical component to supporting the needs of the whole child. ISBE recognizes that after-school programming is often the first entry point for family and community engagement in the school building. The Superintendent is recommending \$20 million for after-school programs for FY 2019. These programs are locally designed school and community solutions that help kids learn and grow, keep children and teenagers safe, and support family engagement. Schools serve as the core of healthy community systems through these programs. Funding for these programs will be utilized to develop new and innovative after-school programming or to bolster existing after-school programs, such as those created by 21st Century Learning and Healthy Communities Incentive grants. As a result, schools can offer greater access to needed services like wrap-around initiatives, as well as leverage community partnerships to maximize a program's potential.

Healthy Community Incentive Fund – Aligned to Goals 1-7

The Healthy Community Incentive Fund brings resources into schools and communities for holistic supports. The state's investment in community programs puts children in a position to engage fully in their learning and to take advantage of the high-quality instruction in the classroom.

Funding in FY 2019 will be used to support grants to community partnerships among school districts, local government entities, education organizations, faith-based organizations, civic organizations, and philanthropists. School districts apply as the lead applicants, grounding the community work within the school. The grant funds will provide for coordinating, aligning, and leveraging efforts to solve complex social problems within the community, resulting in improved community well-being by ensuring students are ready to take advantage of high-quality instruction in the classroom. Key goals of the program include using after-school and summer programs to focus on tutoring; increasing enrichment opportunities; improving access to transportation; increasing teacher and staff professional development opportunities; increasing access to better fitness, nutrition and health; and building partnerships with local civic and nonprofit community agencies to support students in the areas of academics, social/emotional

development, the arts, and health and wellness. In this way, funds will increase access to and the quality of after-school and summer programming focused on improving academic, social, and emotional outcomes for students while leveraging dollars for maximum collective impact and promoting community schools models.

The Superintendent is requesting \$15 million for the Healthy Community Incentive Fund for FY 2019.

Southwest Organization Project - Aligned to Goals 1-5, 7

The Superintendent recommends \$2.5 million in funding for the Southwest Organizing Project (SWOP) in FY 2019. The funding will support the Parent Mentoring Program under which community-based organizations partner with local schools to recruit and train parents to assist teachers in the classroom for two hours per day, four days per week. Parents are mentored by a teacher and work one-on-one or with small groups of children. Parents receive a modest stipend after the first 100 hours of volunteer work.

It is projected that 500 parent mentors will have been supported in 70 schools in FY 2018. The increase in funds will provide the opportunity for more schools to be involved to support their parent mentors. Data suggests that the SWOP program improves relationships between schools and parents. Qualitatively, one respondent stated that "...parents are very informed and very involved" and "parents love to be able to help in the classroom and have learned about our programs." So, too, this work increases the comfort and sense of confidence and competence of students. Another parent commented, "By supporting teachers with assistance in the classroom, children were able to receive the individualized attention they need to keep up with their classmates." Finally, SWOP participants commented that the training and support provided increases in "parents feeling welcome and a sense of ownership in their child's school ... wanting to participate," "... growth and willingness to speak on issues that impact our community," and that "parent leaders have grown a professional skill set, in addition to strengthening their own leadership qualities."

After School Matters – Aligned to Goals 2-5, 7

The Superintendent is recommending a \$2,443,800 million appropriation for FY 2019. The After School Matters program provides programming to high school students using the apprenticeship model to engage students to learn and master skills in the arts, communications, sciences, sports, and technology. The organization provided 24,000 program opportunities to 17,056 unduplicated teens (out of 48,813 unique applicants) in 419 community sites and 89 Chicago Public Schools sites across the City of Chicago during the 2017 program year. This is an increase of more than 3,000 applicants from the fiscal year and nearly 10,000 from 2012. Teens of color made up 97 percent of the participant population, while 84 percent live in high-poverty communities and 87 percent received free or reduced-priced lunch. After School Matters therefore reaches across the community and creates a program-based anchor for students to be supported and thrive in their personal and academic development. ISBE's funding previously allowed After School Matters to provide 134 programs to 2,529 high school teens during the fall 2016 and spring 2017 program cycles.

District Consolidation Costs – Aligned to Goals 1-7

Communities must grapple with the use of their available resources to serve students. The District Consolidation Incentives program gives communities the chance to make consolidation decisions within a context of more financial security and innovation. The program further supports the Board's goals by increasing administrative efficiencies in districts, thereby allowing them to direct more funds into the classroom toward initiatives like expanding curriculum

through additional courses. The program also supports the Board's goals by increasing the potential for safer learning environments due to the opportunity that better facilities will be utilized by the consolidated district. The Superintendent is recommending an appropriation of \$1.9 million to provide full funding to the nine qualified districts and \$50,000 for feasibility studies.

EDUCATOR RECRUITMENT AND RECOGNITION

Teacher Mentoring Program – Aligned to Goal 6

School districts across the state are grappling with teacher shortages and issues with teacher retention. These problems make teacher mentoring stand out for its high impact on increasing teacher retention rates and making the profession more attractive and sustainable. Consider these testimonials:

According to a former district recipient of state induction and mentoring funds, “We have seen an improved teacher retention rate, a positive culture and climate, and improved teacher efficacy due to our New Teacher Induction and Mentoring program.”

A former teacher who received support through the state's previous mentoring program stated, “The first year of teaching is so overwhelming: a new career, new employer, new co-workers and students, new process of logistics. I have had many questions about how things work at our school in regards to taking attendance, discipline process, issues with students and parents, in addition to methods and strategies that I want to use but am trying for the first time. [My university] prepared me with the education; my mentor is continuing to prepare me through advice, instruction, assessment and logistical information.”

Mentoring and induction support for Illinois' novice teachers is essential to prevent teachers from leaving the profession and combat teacher shortages. High-quality induction programs can reduce turnover by 50 percent, according to research compiled by the Illinois New Teacher Collaborative. Turnover creates additional administrative costs to a district and loss of teaching quality and effectiveness, and each teacher who leaves the profession in a mid-sized to large district costs from \$10,000 to \$18,000 due to recruitment, hiring, and training costs. Moreover, intensive mentoring and induction programs for new educators result in a return after five years of \$1.66 for each dollar invested. The Superintendent is therefore recommending 2 million to provide mentoring opportunities for new teachers.

Teach For America – Aligned to Goal 6

Teach For America recruits, supports, and places teachers in schools serving low-income students. The program recruits outstanding and diverse leaders (prioritizing minority teachers who reflect the racial and ethnic backgrounds of students they will serve) who have demonstrated a commitment to expand opportunity and access for all children inside and outside of the classroom. Teach For America corps members undergo a rigorous seven-week summer training program teaching credit recovery courses in the Chicago Public Schools and receive mentoring from veteran teachers. Corps members are then placed in areas of need (e.g., science, technology, engineering, and math; early childhood education; bilingual education). They receive ongoing mentoring, including individualized coaching and support via onsite classroom visits; feedback on instruction; and guidance for monitoring student progress. Additionally, corps members participate in leadership summits to receive leadership training

from veteran teachers, share best practices with one another, and reflect on their experiences to develop further as leaders in the work and to end educational inequity.

The Superintendent is recommending an appropriation of \$1.9 million for FY 2019. The recommended appropriation amount would continue to receive matching dollar-for-dollar private funding for the program. The funding will support recruiting an additional 110 corps members (of which 44 percent or more have historically been teachers of color) and continued training and development of the current 220 corps members, strengthening and diversifying the Illinois teaching workforce.

National Board Certification – Aligned to Goal 6

National Board Certification develops, retains, and recognizes accomplished teachers and generates ongoing improvement in schools nationwide. National Board candidates engage in a deep process of examining and continually refining their professional craft. Candidates seeking certification think critically about their instruction, the impact it has on student learning, and how they can improve their teaching to reach all learners in their classrooms. There are 6,040 National Board-certified teachers in Illinois. Illinois traditionally outpaces the nation with high numbers of National Board Certified Teachers (NBCTs) and frequently ranks among the top five states with the most new NBCTs.

One candidate said National Board Certification has been the most effective learning opportunity she has encountered as a teacher, and that the process has helped her make reflective practice a regular part of her planning cycle. Another National Board Certified teacher who served as a three-year mentor for a candidate stated that she has seen the candidate teacher “grow in confidence, ability to teach students, and ability to identify and address student needs.”

The Superintendent is recommending \$1 million in funding for FY 2019. The funds will provide for support of teachers and school counselors seeking National Board Certification, with priority given to educators in schools on Early Academic Warning or Watch status or who serve in schools with 50 percent or more low-income students.

Principal Mentoring Program – Aligned to Goal 6

The Illinois State Board of Education revised state standards for the preparation of principals in 2012. The new standards focused on preparing the principal as an instructional leader, rather than simply a governing administrator. The preparation of an instructional leader, however, is only part of learning the day-to-day challenges of the principal position. A school leader is expected to be a servant-leader, an educator, a moral agent, a child advocate and social worker, a crisis-negotiator, an organizational architect, and a community activist, all while elevating students' standardized test performance. Far too often, novice principals are left to “learn on the job” without guidance from peers, which results in the principal feeling alone and overwhelmed by responsibilities. Mentoring is an essential component in helping new principals transition successfully to their roles as instructional leaders. School principals who were trained through a mentoring process state that they received professional support about their problems from their mentor and consequently overcame this difficult period of their careers much easier than principals who did not have mentors.

The Superintendent is recommending \$1 million to fund mentoring for first- and second-year principals. Per Part 35 of Illinois Administrative Code, if the appropriation is sufficient to serve all first-year principals, then the State Superintendent shall determine if sufficient funding exists to support the operation of the mentoring program for second-year principals who request

mentoring services. Part 35 specifies the amount of granted funds per mentored principal at \$2,750. The requested funds would be sufficient to support mentoring of approximately 360 new principals.

Diverse Educator Recruitment – Aligned to Goal 6

Minority teachers are disproportionately represented in American public schools. The teaching force remains overwhelmingly white and female in Illinois and nationwide. In 2017, 83 percent of Illinois teachers were white and 77 percent were female, yet 53 percent of the state's students are non-white. A growing body of research suggests that minority students could benefit from being assigned to a teacher of their own race/ethnicity. These teachers are uniquely positioned to improve performance of minority students by serving as role models, mentors, advocates, and/or cultural translators.

The Superintendent is recommending a \$700,000 appropriation for a minority recruitment and mentoring program, which would provide early recruitment of minority teachers and provide support to increase retention of novice minority teachers. Funds will assist in building a pipeline of minority students who will enter the teaching workforce.

Funds shall be used to promote teaching as a profession and encourage career exploration in middle and high schools through coursework and job shadowing opportunities. Funds shall also support novice teachers by providing training, curriculum materials, and workshops for mentors during the school year, in addition to providing stipends for teachers who serve as mentors.

Educator Quality Investigations & Hearings – Aligned to Goals 6, 7

ISBE has the responsibility to address educator misconduct through a system that has the power to revoke or sanction educator licenses in order to ensure students have access to the highest quality of teachers in a safe and healthy climate. Our system of educator misconduct currently requires ISBE to investigate offenses by teachers that violate specific criminal statutes or the high professional standards we expect them to uphold. In addition, educator misconduct takes responsibility for suspending the licenses of those teachers who breach contracts mid-year in order to accept jobs in other Illinois districts. The system of educator misconduct is staffed by two in-house attorneys, an investigator, and a paralegal. ISBE also contracts with outside counsel to assist in educator misconduct hearings. Currently, educator misconduct has approximately 306 open cases.

A shortage of staff in educator misconduct has forced ISBE to prioritize cases in the past several years. We rank cases in tiers of severity and focus on removing teachers whose misconduct is most egregious. The lack of staffing results in many less egregious cases being placed on the back burner and not resolved in a timely manner. Therefore, in conjunction with the year of study regarding the teacher shortage, the Office of the General Counsel will review the statutes and regulations that govern educator misconduct to help us find more efficiencies in our system so that we may prosecute cases as expediently and efficiently as possible.

To assist with the caseload in educator misconduct, ISBE increased in-house staffing in FY 2018 from one to two attorneys and decreased the number of cases managed by outside counsel. The agency intends to use the shift in staff to dedicate more full-time support to the system and, in turn, create greater capacity to process cases more quickly. However, additional resources would allow ISBE to continue with two in-house attorneys and an even greater level of outside support, allowing us to manage our large caseload in educator misconduct in the best possible manner. Additional resources also would allow educator misconduct staff to participate

in national training on the administration of educator misconduct systems and purchase supplies that help support their work.

In order to financially support educator misconduct, the Superintendent recommends \$250,000 in funding for FY 2019, which is a \$70,100 (39 percent) increase over the FY 2018 appropriation. This additional funding will give ISBE the resources to expedite the prosecution of the most severe cases of teacher misconduct and, potentially, address cases in the queue that have lower priority on an accelerated basis.

Performance Evaluations – Aligned to Goal 6

Article 24A of the Illinois School Code requires all licensed employees to undergo periodic performance evaluations. The Superintendent is recommending \$200,000 for FY 2019 in order to continue to support the work of the Performance Evaluation Advisory Council and school districts in the implementation of the Performance Evaluation Reform Act of 2010.

These funds will provide means for individuals to undergo the state-mandated training that is required to evaluate teachers. Evaluators are also required to complete requalifying training every five years; these funds shall support both initial trainings and retrainings. Upholding a quality evaluation system gives our community faith in the quality of educators in front of children and fosters continuous improvement within schools.

Teacher of the Year – Aligned to Goal 6

There is an identified teacher shortage in the State of Illinois, but it is important to note that there is no shortage of quality teachers. Thousands of teachers enter the classroom every day with the goal of helping Illinois' students prepare for college and career and reach their full potential.

A selection committee composed of individuals from a variety of educational organizations reviews the nominations submitted by local school district leaders and community members. The Awards of Excellence winners in the classroom teacher category are finalists for the Illinois Teacher of the Year.

The Illinois Teacher of the Year serves as an inspiration for those already in the educational profession by traveling throughout the state as a spokesperson and advocate. He/she also addresses policy and practice by meeting with pre-service teachers and faculty in teacher education programs.

Additionally, the Teacher of the Year can inspire students yet undecided about a career to become the next generation of teachers Illinois needs as we address the teacher shortage. He/she also is available for speaking engagements to teachers, principals, district administrators, parents, and business and civic leaders. Additionally, the Teacher of the Year serves as Illinois' candidate for the National Teacher of the Year, a program of the Council of Chief State School Officers (CCSSO). Each year, CCSSO brings together state Teachers of the Year from the 50 states, U.S. territories, District of Columbia, and the Department of Defense Education Activity for various professional learning opportunities. This collaboration with fellow Teachers of the Year can provide new ideas for excellence that can be utilized in the classroom.

The Superintendent recommends an appropriation of \$130,000 for FY 2019 to fund the travel expenses, salary, benefits, substitute costs, and conferences for the Teacher of the Year.

The line items on the previous pages represent those most directly tied to the four funding principles of the agency budget, but other funds and line items also are critical to support the implementation of these funding principles.

AGENCY CAPACITY TO SUPPORT EDUCATIONAL EXCELLENCE – ALIGNED TO GOALS

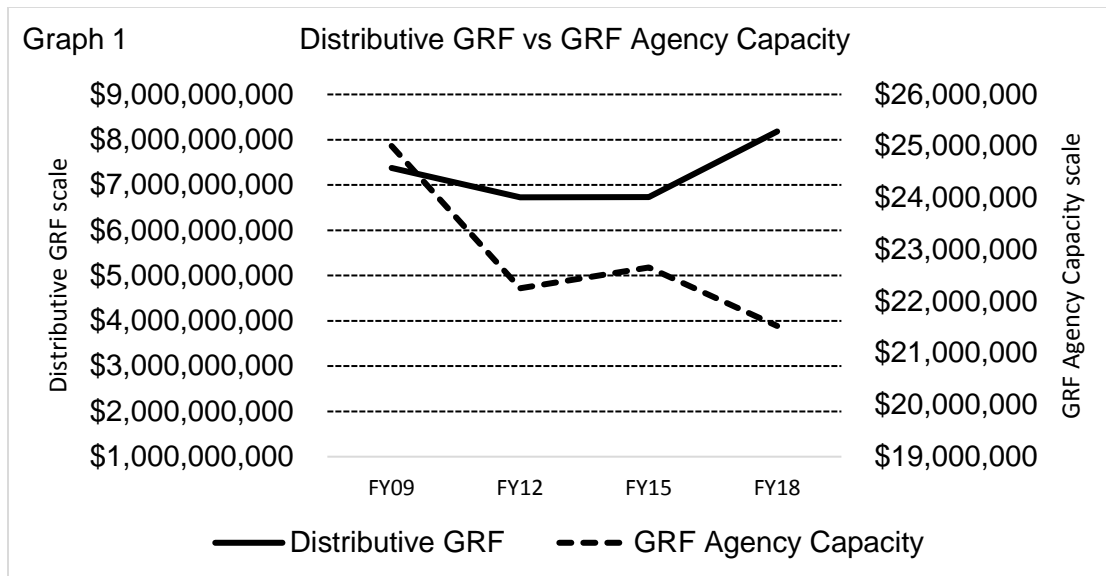
1-7

Many years of collaboration and hard work by legislators, educators, and local leaders have positioned ISBE to provide even more support to students and families in Illinois. Illinois has fairer school funding, a balanced accountability system, and new state laws encouraging a more relevant and individualized learning experience for students. These historic shifts in Illinois' public education landscape present extraordinary opportunities to enhance coordination of ISBE's fiscal and academic supports.

Improving student outcomes begins with knowing each child's unique strengths and challenges. Likewise, supporting school improvement begins with knowing what each district is doing well and where each district needs to grow. ISBE is fostering deeper relationships with local educational leaders to better understand and sow local best practices across the state. Public Act 100-0465 requires ISBE to develop a Five-Year Strategic Plan, a framework for school district spending plans, and a new system for calculating and reporting more than \$6.6 billion in Evidence-Based Funding. The Illinois Every Student Succeeds Act Plan introduces IL-EMPOWER, the new statewide structure for capacity-building grounded in equity and schools' unique local contexts. ISBE is uniquely equipped as the state educational agency to expand peer-to-peer coaching, positive storytelling, and the reach of innovative educators making the grade. The goal of providing service and support rather than simply monitoring and compliance underpins all of ISBE's work.

State-level data on the 2017 Illinois Report Card show meaningful student growth. Students progressed in elementary English language arts achievement, graduation rates, college enrollment rates, and other key indicators across the grade span. Districts are closing gaps and improving student outcomes. Increased capacity will allow ISBE to facilitate deeper connections between districts that have overcome challenges others are currently facing.

ISBE currently has fewer than 400 employees to support 852 districts and ensure equitable outcomes for more than 2 million Illinois students. ISBE needs capacity to ensure that the recent monumental shifts in policy result in lasting gains for students and for the social and economic future of Illinois. The General Revenue Funds (GRF) that ISBE distributes increased 11 percent from FY 2009 to FY 2018, while the GRF for ISBE's operations decreased by 14 percent (Graph 1).



Additionally, in the last year alone, federal administration funding to ISBE decreased by more than \$6.8 million, or over 16 percent. Current federal projections estimate ISBE will lose another \$1.6 million in federal administration funding next year.

The state's investment in ISBE's capacity is fuel to multiply the great work happening in local communities across the state. The Superintendent is recommending \$23,530,900 for FY 2019, which will restore funding for agency capacity to prior fiscal year levels.

OTHER STATE FUNDS

Drivers Education Fund

Driver Education Reimbursement - Aligned to Goal 6 and Funding Principle of Quality

A quality high school driver education program provides students with competent instruction to safely operate a motor vehicle. Teen driving deaths in the state are down by nearly 51 percent over the last 10 years due in large measure of the final recommendations from the Illinois Driver Education Task Force convened by the Secretary of State in 2007, which strengthened the Graduated Driver License program. Still, traffic crashes remain the leading cause of death for people age 15 to 20, according to the Secretary of State. Secure and stable funding for high school driver education programs remains an important priority for the agency.

The Driver Education Fund is funded from a portion of instruction permit and driver's license fees, as well as a portion of fines levied for certain motor vehicle violations. The Superintendent is recommending \$18.75 million for FY 2019.

Personal Property Replacement Tax Fund

Regional Office of Education – Salaries – Aligned to Goals 1-7 and Funding Principle of Community

By law, the State Board of Education must provide for the compensation of Regional Superintendents of Schools, Assistant Regional Superintendents of Schools, Intermediate Service Center Executive Directors and Intermediate Service Center Assistant Directors. These administrators understand the unique nature of their districts and communities and provide an

important bridge between local communities and the state. The requested appropriation is sufficient to pay for the salaries of the 35 Regional Superintendents of Schools, 35 Assistant Regional Superintendents of Schools, three Intermediate Service Center Executive Directors, and three Intermediate Service Center Assistant Directors from the Corporate Personal Property Tax Replacement Fund at the statutory rates. The Superintendent is requesting an FY 2019 appropriation of \$11 million.

Regional Office of Education – School Services – Aligned to Goals 1-7 and Funding Principle of Community

ROEs and ISCs are embedded in communities so they can understand districts' unique needs and offer valuable tailored supports. ROEs and ISCs operate as a frontline in ISBE's shift from compliance and monitoring to service and support to school districts. The Superintendent recommends \$8 million for this program for FY 2019. This funding supports the administrative costs of the ROEs and ISCs. It also supports continuous improvement and capacity building in the regional offices and intermediate offices and provides for the delivery of specific services to districts throughout the state and within their individual communities.

Currently, 35 ROEs and three ISCs provide services to the 852 districts throughout Illinois. Services provided are based on the needs of individual districts and communities. The needs of districts change as education evolves. These changing practices have placed greater demands on the ROEs and ISCs without additional funding. Services currently provided by ROEs and ISCs include, but are not limited to, administrator academies; professional learning opportunities focused on the new Illinois Learning Standards, including trauma-based practices and social/emotional supports; technology assistance; truancy; School Code and regulatory compliance; and residency appeals. Increasing the appropriation for ROE services will help to ensure that districts have the support and training necessary to foster a holistic approach to meet the needs of the whole child nestled within their communities.

Federal Funds– Aligned to Goals 1-7 and Funding Principle of Equity

The recommended request for federal spending authority provides sufficient authority to allow for disbursement of all federal grant and administrative funds, including those carried over from previous grant years. Federal funds are targeted to the nation's and state's most vulnerable children.

Superintendent's Recommendation

I recommend that the following motion be adopted:

Article X, Section 1 of the Illinois State Constitution states in part, "The State has the primary responsibility for financing the system of public education." Therefore, I move that the Illinois State Board of Education hereby recommends a FY 2019 General Funds Appropriation of \$15,663,918,300 to Support Educational Excellence in the State of Illinois. I further move that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A as appropriate pending actions during the legislative session.

Next Steps

This budget request reflects the stated needs of individual families, school districts, and their broader communities. The strong desire to support local public schools to prepare all children in Illinois to fully participate in civic life and experience economic success is embedded in this request. The Illinois State Board of Education makes this request on behalf of the communities and families in Illinois.

Once the Board gives approval for a FY2019 Investment to Support Educational Excellence Budget Recommendation, that recommendation will be communicated to the Governor and the General Assembly. We will also post it on the agency's website to continue dialogue with communities across the state in advocacy for children.

ILLINOIS STATE BOARD OF EDUCATION
Superintendent's Recommendation - FY 2019 Investment to Support Educational Excellence
January 17, 2018
Exhibit A

\$000s		FY 18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Superintendent's Recommendation	Comparison of FY19 Superintendent's Recommendation to			
					FY18 Board Recommendation		to FY18 Appropriation	
					\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
GENERAL FUNDS								
<u>EQUITY</u>								

\$000s	FY 18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Superintendent's Recommendation	Comparison of FY19 Superintendent's Recommendation to			
				FY18 Board Recommendation		to FY18 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
Advance Placement Course Implementation	1,000.0	500.0	1,000.0	0.0	0.0%	500.0	100.0%
Low-Income Advanced Placement	630.0	0.0	2,000.0	1,370.0	217.5%	2,000.0	NA
Charter Schools Revolving Loan Fund Deposit	2,000.0	0.0	2,000.0	0.0	0.0%	2,000.0	NA
Arts and Foreign Language	1,000.0	0.0	0.0	(1,000.0)	-100.0%	0.0	NA
Subtotal, Quality	121,052.3	104,568.9	121,224.0	171.7	0.1%	16,655.1	15.9%
<u>COMMUNITY</u>							
After School Programs	0.0	15,000.0	20,000.0	20,000.0	NA	5,000.0	33.3%
Healthy Community Initiative Fund	15,000.0	0.0	15,000.0	0.0	0.0%	15,000.0	NA
Southwest Organizing Project	2,000.0	1,466.3	2,500.0	500.0	25.0%	1,033.7	70.5%
After School Matters	2,443.8	2,443.8	2,443.8	0.0	0.0%	0.0	0.0%
District Consolidation Costs	3,100.0	3,100.0	1,900.0	(1,200.0)	-38.7%	(1,200.0)	-38.7%
Subtotal, Community	22,543.8	22,010.1	41,843.8	19,300.0	85.6%	19,833.7	90.1%
<u>EDUCATOR RECRUITMENT AND RECOGNITION</u>							
Teacher Mentoring Program	2,000.0	0.0	2,000.0	0.0	0.0%	2,000.0	NA
Teach for America	1,900.0	977.5	1,900.0	0.0	0.0%	922.5	94.4%
National Board Certification	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%
Principal Mentoring Program	1,000.0	0.0	1,000.0	0.0	0.0%	1,000.0	NA
Diverse Educator Recruitment	700.0	0.0	700.0	0.0	0.0%	700.0	NA
Educator Quality Investigations/Hearings	250.0	179.9	250.0	0.0	0.0%	70.1	39.0%
Performance Evaluations	200.0	0.0	200.0	0.0	0.0%	200.0	NA
Teacher of the Year	130.0	0.0	130.0	0.0	0.0%	130.0	NA
Subtotal, Educator Recruitment and Recognition	7,180.0	2,157.4	7,180.0	0.0	0.0%	5,022.6	232.8%
TOTAL - GRANTS	7,703,819.6	8,182,516.4	15,640,387.4	7,936,567.8	103.0%	7,457,871.0	91.1%
Agency Capacity to Support Educational Excellence	23,530.9	21,526.4	23,530.9	0.0	0.0%	2,004.5	9.3%
GENERAL FUNDS TOTAL	7,727,350.5	8,204,042.8	15,663,918.3	7,936,567.8	102.7%	7,459,875.5	90.9%

\$000s	FY 18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Superintendent's Recommendation	Comparison of FY19 Superintendent's Recommendation to						
				FY18 Board Recommendation		to FY18 Appropriation				
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)			
OTHER STATE FUNDS										
AGENCY CAPACITY--OTHER STATE FUNDS										
Ordinary & Contingent Expenses - Indirect Cost Recovery	7,015.2	7,015.2	7,015.2	0.0	0.0%	0.0	0.0%			
Ordinary & Contingent Expenses - Teacher Certificate Fees	6,000.0	6,000.0	6,000.0	0.0	0.0%	0.0	0.0%			
Ordinary & Contingent Expenses - Chicago Teacher Cert. Fees	2,208.9	2,208.9	2,208.9	0.0	0.0%	0.0	0.0%			
Ordinary & Contingent Expenses - School Infrastructure Fund	600.0	600.0	600.0	0.0	0.0%	0.0	0.0%			
TOTAL - AGENCY CAPACITY	15,824.1	15,824.1	15,824.1	0.0	0.0%	0.0	0.0%			
STATE CHARTER SCHOOL COMMISSION										
State Charter School Commission Fund	1,000.0	1,000.0	1,250.0	250.0	25.0%	250.0	25.0%			
Subtotal, State Charter School Commission	1,000.0	1,000.0	1,250.0	250.0	25.0%	250.0	25.0%			
GRANTS--OTHER STATE FUNDS										
Drivers Education Fund	18,750.0	18,750.0	18,750.0	0.0	0.0%	0.0	0.0%			
Personal Property Replacement Tax Fund - ROE Salaries	10,800.0	10,800.0	11,000.0	200.0	1.9%	200.0	1.9%			
Personal Property Replacement Tax Fund - ROE Services	6,970.0	6,970.0	8,000.0	1,030.0	14.8%	1,030.0	14.8%			
Personal Property Replacement Tax Fund - Bus Driver Training	70.0	70.0	70.0	0.0	0.0%	0.0	0.0%			
State Board of Education Special Purpose Trust Fund	8,484.8	8,484.8	8,484.8	0.0	0.0%	0.0	0.0%			
School Technology Revolving Loan Fund	7,500.0	7,500.0	7,500.0	0.0	0.0%	0.0	0.0%			
Charter Schools Revolving Loan Fund	2,000.0	200.0	2,000.0	0.0	0.0%	1,800.0	900.0%			
School District Emergency Financial Assistance Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%			
Temporary Relocation Expenses Revolving Grant Fund	1,000.0	1,000.0	1,000.0	0.0	0.0%	0.0	0.0%			
After School Rescue Fund	200.0	200.0	200.0	0.0	0.0%	0.0	0.0%			
Teacher Certificate Fee Revolving Fund - Teacher Mentoring	750.0	750.0	0.0	(750.0)	-100.0%	(750.0)	-100.0%			
Subtotal, Grants	57,524.8	55,724.8	58,004.8	480.0	0.8%	2,280.0	4.1%			
TOTAL - GRANTS	57,524.8	55,724.8	58,004.8	480.0	0.8%	2,280.0	4.1%			
OTHER STATE FUNDS TOTAL				74,348.9	72,548.9	75,078.9	730.0	1.0%	2,530.0	3.5%

\$000s	FY 18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Superintendent's Recommendation	Comparison of FY19 Superintendent's Recommendation to			
				FY18 Board Recommendation		to FY18 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
FEDERAL FUNDS							
AGENCY CAPACITY							
Contractual	34,415.0	34,415.0	35,380.4	965.4	2.8%	965.4	2.8%
Personal Services	17,990.2	17,990.2	17,990.2	0.0	0.0%	0.0	0.0%
Retirement	7,732.7	7,732.7	7,732.7	0.0	0.0%	0.0	0.0%
Group Insurance	5,252.8	5,252.8	5,252.8	0.0	0.0%	0.0	0.0%
Travel	2,030.0	2,030.0	2,030.0	0.0	0.0%	0.0	0.0%
Social Security/Medicare	1,259.3	1,259.3	1,259.3	0.0	0.0%	0.0	0.0%
Equipment	1,000.0	1,000.0	1,001.0	1.0	0.1%	1.0	0.1%
Printing	498.0	498.0	498.0	0.0	0.0%	0.0	0.0%
Telecommunications	459.0	459.0	459.0	0.0	0.0%	0.0	0.0%
Commodities	430.0	430.0	430.0	0.0	0.0%	0.0	0.0%
Retirement Pick-Up	119.9	119.9	119.9	0.0	0.0%	0.0	0.0%
TOTAL-- AGENCY CAPACITY	71,186.9	71,186.9	72,153.3	966.4	1.4%	966.4	1.4%
GRANTS							
<u>Career and Technical Education</u>							
Career and Technical Education - Basic	55,000.0	55,000.0	55,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Career and Technical Education	55,000.0	55,000.0	55,000.0	0.0	0.0%	0.0	0.0%
<u>Child Nutrition</u>							
Child Nutrition Programs	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%
Subtotal, Child Nutrition	1,062,500.0	1,062,500.0	1,062,500.0	0.0	0.0%	0.0	0.0%
<u>Individuals with Disabilities Act</u>							
Individuals with Disabilities Education Act	754,000.0	754,000.0	754,000.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - Preschool	29,200.0	29,200.0	29,200.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - State Improvement	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Individuals with Disabilities Education Act - Deaf and Blind	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
Subtotal, Individuals with Disabilities Act	788,700.0	788,700.0	788,700.0	0.0	0.0%	0.0	0.0%

\$000s	FY 18 Board Recommendation	FY18 Enacted Budget PA 100-21	FY19 Superintendent's Recommendation	Comparison of FY19 Superintendent's Recommendation to			
				FY18 Board Recommendation		to FY18 Appropriation	
				\$ Increase (Decrease)	% Increase (Decrease)	\$ Increase (Decrease)	% Increase (Decrease)
<u>Title Programs (excluding Assessments)</u>							
Title I	1,090,000.0	1,090,000.0	1,090,000.0	0.0	0.0%	0.0	0.0%
Title IV	200,000.0	200,000.0	200,000.0	0.0	0.0%	0.0	0.0%
Title II - Teacher/Principal Training	160,000.0	160,000.0	160,000.0	0.0	0.0%	0.0	0.0%
Title III - Language Acquisition	50,400.0	50,400.0	50,400.0	0.0	0.0%	0.0	0.0%
Title V - Charter Schools	21,100.0	21,100.0	21,100.0	0.0	0.0%	0.0	0.0%
Title II - Math/Science Partnerships	18,800.0	18,800.0	18,800.0	0.0	0.0%	0.0	0.0%
Title X - Homeless Education	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Title I - Advanced Placement Program	3,300.0	3,300.0	3,300.0	0.0	0.0%	0.0	0.0%
Title VI - Rural and Low Income Schools	2,000.0	2,000.0	2,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Title Programs (excluding Assessments)	1,550,600.0	1,550,600.0	1,550,600.0	0.0	0.0%	0.0	0.0%
<u>Assessments</u>							
Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Subtotal, Assessments	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
<u>Other Grants</u>							
Early Learning Challenge	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Preschool Expansion	35,000.0	35,000.0	35,000.0	0.0	0.0%	0.0	0.0%
Abstinence Education	5,600.0	5,600.0	6,500.0	900.0	16.1%	900.0	16.1%
Substance Abuse and Mental Health Services	5,300.0	5,300.0	5,300.0	0.0	0.0%	0.0	0.0%
Longitudinal Data System	5,200.0	5,200.0	5,200.0	0.0	0.0%	0.0	0.0%
Congressional Special Projects	5,000.0	5,000.0	5,000.0	0.0	0.0%	0.0	0.0%
Adolescent Health	500.0	500.0	500.0	0.0	0.0%	0.0	0.0%
Subtotal, Other Grants	91,600.0	91,600.0	92,500.0	900.0	1.0%	900.0	1.0%
TOTAL - GRANTS	3,583,400.0	3,583,400.0	3,584,300.0	900.0	0.0%	900.0	0.0%
TOTAL - FEDERAL FUNDS	3,654,586.9	3,654,586.9	3,656,453.3	1,866.4	0.1%	1,866.4	0.1%
GRAND TOTAL	11,456,286.3	11,931,178.6	19,395,450.5	7,939,164.2	69.3%	7,464,271.9	62.6%

***Public Act 100-0465 integrated 5 programs into Evidence-Based Funding.

ILLINOIS STATE BOARD OF EDUCATION

Superintendent's Recommended FY 2019 Assessment Appropriation

Exhibit B

Estimated FY19 Assessment Costs			
Contract	FY18	FY19	Difference
	Cost	Cost	
Grades 3-8 Accountability Assessment	\$ 28,903,186	\$ 33,782,650	\$ 4,879,464
<i>Assessment Administration</i>	\$ 22,363,686	\$ 27,243,150	\$ 4,879,464
<i>Management & Content Development</i>	\$ 6,539,500	\$ 6,539,500	\$ -
High School Accountability Assessment	\$ 9,720,595	\$ 11,543,418	\$ 1,822,823
<i>9th Grade</i>	\$ 1,204,744	\$ 1,544,711	\$ 339,967
<i>10th Grade</i>	\$ 2,020,851	\$ 2,931,920	\$ 911,069
<i>11th Grade</i>	\$ 6,495,000	\$ 7,066,787	\$ 571,787
Science Assessment (Grades 5, 8 & 11)	\$ 6,695,129	\$ 6,009,598	\$ (685,531)
Other Required Assessment Costs (DLM, ACCESS, Etc.)	\$ 9,649,943	\$ 10,989,890	\$ 1,339,947
Prompt Payment Interest *	\$ 2,297,157	\$ 1,093,582	\$ (1,203,575)
	\$ 57,266,010	\$ 63,419,139	\$ 6,153,129

FY19 Superintendent Recommended Assessment Funding	
FY19 Assessment Costs	\$ 63,419,139
<i>Less: Available Federal Assessment Funding</i>	\$ 14,819,139
FY19 GRF Assessment Funding Recommended	\$ 48,600,000

* Prompt Payment Interest based on estimated payment delay due to insufficient funds in General Revenue Fund.

Illinois State Board of Education Meeting

December 13, 2017

ISBE Springfield
100 N. First Street, Springfield, IL

ROLL CALL

Chairman James Meeks called the meeting to order at 10:40 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present

James T. Meeks, Chairman
Cesilie Price, Secretary
Craig Lindvahl
Ruth Cross
Kevin Settle
Susie Morrison

RESOLUTIONS AND RECOGNITION

Chairman Meeks recognized Dr. Jane Quinlan, regional superintendent of Champaign-Ford Counties; Mark Jontry, regional superintendent of DeWitt, Livingston, Logan, and McLean Counties; and Kelton Davis, regional superintendent of Monroe and Randolph Counties.

Illinois Teacher of the Year

Craig Lindvahl moved that the State Board of Education adopt the resolution recognizing Lindsey Jensen as the 2018 Illinois Teacher of the Year. Ruth Cross seconded the motion and it passed with a unanimous voice vote.

PRESENTATIONS AND UPDATES

IARSS Teacher Shortage Survey Results

Dr. Matt Feldmann, researcher at Goshen Education Consulting; Kelton Davis; and Mark Jontry presented on a survey conducted by the Illinois Association of Regional Superintendents of Schools concerning the Illinois educator shortage crisis. They administered the survey in August, September, and October 2017.

The survey reported that a significant majority of superintendents have difficulty filling substitute and full-time educator positions with qualified candidates. The committee that administered the survey offered a number of policy solutions, including creating a tiered licensure for substitutes and encouraging retired educators to substitute.

FY 2019 Revenue Projections

Clayton Klenke and Jim Muschinske, executive director and revenue manager at the Commission on Government Forecasting and Accountability, presented on the State of the Illinois economy and fiscal year 2019 revenue projections for the state. They indicated that the economy was growing slowly.

FY 2019 Budget Development

Robert Wolfe, chief financial officer at ISBE, presented on the development of the FY 2019 budget. Kevin Settle commented that there was high attendance at all three budget hearings and that the requests were considerate, respectful, and reasonable.

Robert reported that the budget recommendation will look different than past year's recommendation due to the enactment of Evidence-Based Funding and other provisions in Public Act 100-0465.

There was a discussion about the range of districts meeting the "adequacy target" for being able to provide for their district using local funds. There is a

funding gap between the amount allocated to schools and the amount necessary to bring all schools up to 90 percent adequacy.

Robert highlighted the opportunity for Board members to provide feedback on the proposed budget.

CONSENT AGENDA

Cesilie Price moved that the State Board of Education approve the consent agenda as stated. Chairman Meeks seconded the motion and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education approves the minutes for the September 17 Board meeting.

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition, and Supervision)

The proposed rulemaking is the result of Public Act 100-0465, PA 100-0013, and general cleanup needed for this Part. In each case, the proposed rules will offer greater flexibility to school districts in administering educational programs. This rulemaking makes updates to the waiver process, clarifies how physical education classes must be implemented, clarifies what constitutes an interscholastic or extracurricular athletic program, and allows certain individuals with career and technical educator licenses to substitute teach in a career and technical education classroom.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the Illinois Register.

Part 25 (Educator Licensure)

The proposed rulemaking makes a number of changes implementing four recently enacted Public Acts. Other changes are being made in response to requests from stakeholders. These proposed amendments will reduce barriers that prevented individuals from obtaining a professional educator license, add requirements for endorsements for marriage and family therapists, and update the standards that professional development providers must meet.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 25 (Educator Licensure), including publication of the proposed amendments in the Illinois Register.

Part 33 (Programs for the Preparation of Superintendents in Illinois)

The proposed rulemaking removes the two years of administrative experience requirement and adds it to the licensure requirements. Only "experience" will be required to enter the program. Requirements are modeled after the principal program and licensure requirements. This change will allow more candidates to enter superintendent programs while continuing to gain the requisite two years' experience to obtain the endorsement.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 33 (Programs for the Preparation of Superintendents in Illinois), including publication of the proposed amendments in the Illinois Register.

Part 252 (Driver Education)

This proposed rulemaking will amend Part 252 to align with the enactment of PA 100-0465. Additionally, other changes are being made to allow school districts

flexibility to allow for classroom instruction via other electronic means for students who, in certain circumstances, are in danger of having to repeat driver's education due to an anticipated absence that is not related to qualifying home or hospital instruction or chronic truancy. This change is being made in response to inquiries from driver education teachers that the division has received over the last few years regarding whether electronic participation is acceptable under the current rules. The application of providing electronic instruction shall be under the authority of school district policy. The complete course shall not be provided electronically.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Part 252 (Driver Education), including publication of the proposed amendments in the Illinois Register.

Rules for Adoption

Part 401 (Special Education Facilities under Section 14-7.02 of the School Code)

This rulemaking is intended to create greater clarity and specificity to providers and public school districts attempting to serve special education students who are placed in nonpublic special education programs. The rules are being revised with student safety, academic, and social emotional outcomes at the forefront consistent with the agency's goals. Proposed changes outline with greater specificity that Part 401 programs are to be considered and classified as a highly restrictive option when less restrictive options on the continuum of alternative placements have already been exhausted and are not appropriate for the student. The changes are designed to provide equity for students placed in these programs in terms of services and instructional time.

The State Board of Education hereby adopts the proposed rulemaking for Special Education Facilities under Section 14-7.02 of the School Code (23 Ill. Adm. Code 401). Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Superintendent Smith reported that ISBE has received written comments in place of public testimony about concerns with Part 401 from the Illinois Association of Private Special Education Centers. ISBE has already responded to the reiterated concerns via the rulemaking process.

Discussion

There was a discussion on the proposal in Part 25 that Career and Technical Educator (CTE) candidates could take WorkKeys in lieu of the test of basic skills requirement for renewal of CTE endorsements. Jason Helfer, deputy superintendent of Teaching and Learning, responded that it was based on feedback from stakeholders on the difficulty of renewing their license. Susie Morrison expressed concern that the rule lowered expectations for teachers. Kevin Settle added that he approved of the idea of letting teachers from different pathways enter the profession, as long as the quality of education is not impacted.

Contracts and Grants

Release Migrant Education Program Request for Proposals

ISBE receives funding under Title I, Part C of the Elementary and Secondary Education Act for the Migrant Education Program (MEP). The purpose of this program is to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility and to ensure that these students meet the state learning standards, with an emphasis on reading and mathematics. Eligible individuals include migrant students through the age of 21 who have not graduated from high school and/or have moved on their own as migratory workers or with a parent, spouse, or guardian

who is a migratory worker. Trained recruiters identify eligible migrant children and youth and document their eligibility on a Certificate of Eligibility.

Grants will be awarded through a competitive process for the term of April 15, 2017 – June 30, 2018. Awards will be renewed for up to two subsequent years depending on availability of funding, the number of migrant children/youth, number of priority for service migrant children/youth, needs of the identified population, availability of other funding for services, and satisfactory progress in the preceding grant period. Funding for the first grant period will not exceed \$1.4 million.

The State Board hereby authorizes the State Superintendent to issue a Request for Proposal for the purpose of funding Migrant Education Program services.

Release of Migrant Education Coordination RFSP

ISBE receives funding under Title I, Part C of the Elementary and Secondary Education Act for MEP. This funding is used to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility and to ensure that these students meet the state learning standards, with an emphasis on reading and mathematics. Eligible individuals include migrant children through the age of 21 who have not graduated from high school and/or have moved on their own as migratory workers or with a parent, spouse, or guardian who is a migratory worker. MEP funds in Illinois are distributed to local projects in communities with documented migrant populations. Most services are provided during the summer months when the majority of migrant families are present in the state.

To effectively implement MEP and meet the requirements of Title I, Part C, ISBE implements statewide and inter-state coordination activities to address the needs of migrant children. The State Board hereby authorizes the State Superintendent to release a Request for Sealed Proposals and award a contract for the purpose of coordination of the statewide migrant education program for a maximum amount not to exceed \$2.36 million for the sum of the initial three-year term and one possible two-year renewal.

Advanced Placement Test Fee Program

Advanced Placement (AP) Test Fee Program funding will enable ISBE to continue the significant achievement realized since it first implemented an AP Test Fee Program in 1999. In May 2000, 3,822 fee reimbursements were requested; in May 2015, 49,413 AP test fee reimbursements were provided to students in Illinois; and in May 2017, 51,276 test fee reimbursements were requested. The number of students taking AP courses and exams continues to increase as a result of the state's efforts and funding of this program. Moreover, participation of Illinois in the Equal Opportunity Schools initiative and the Lead Higher initiative to increase access to AP coursework is a significant step toward improving educational opportunities and increasing student achievement. ISBE will continue to use funds to support AP test fee reimbursement to extend the systematic increase in the participation of low-income individuals in taking AP exams. The cost of the test will be \$94 in FY 2018. Students will pay \$15 to take the test. This funding will cover the difference in the cost. A sole-source contract is appropriate in this instance insofar as College Board is the only organization that develops AP exams.

The State Board of Education hereby authorizes the State Superintendent to enter into a sole-source contract agreement with the College Board in the amount of \$2.1 million for the reimbursement of test fees for Advanced Placement exams.

The contract agreement effective date is March 1, 2018, to December 1, 2018, executed for nine months for a maximum total not to exceed \$2.1 million.

Approval of the Release of the Fiscal Year 2019 Broadband Expansion RFP

Fiber is the only technology that can affordably deliver fast network speeds to most schools today and scale cost-effectively for growing bandwidth needs in the future, yet schools across the state are making do with low-bandwidth connections. E-rate modernization has created an unprecedented opportunity for states to assist schools that need fiber construction, but this window is only open through 2018. As part of the E-rate modernization in 2014, the Federal Communications Commission (FCC) established a state matching fund provision to ensure that all schools and libraries can access high-speed broadband. This program invests in capital, targeting one-time fiber construction costs that are often too high for many districts and service providers. The FCC will match up to 10 percent of the total construction cost, dollar for dollar. Eighteen states, among them New Mexico, Texas, Oklahoma, Massachusetts, and Florida, are already working to take advantage of this new rule and matching funds.

The State Board of Education hereby authorizes the State Superintendent to release the RFP for Fiscal Year 2019 Broadband Expansion in the amount of \$6.3 million.

Grant Accountability and Transparency Act Information Technology Support Request for Sealed Proposals

This will be to acquire the services of one business analyst and one programmer analyst to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the state's Periodic Performance Reporting System. The initial term of the contract will begin upon execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in the preceding contract year. The estimated contract total costs, including renewals, will not exceed \$1.8 million.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of one business analyst and one programmer analyst to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization of the ISBE Periodic Performance Reporting System. The initial term of each contract will begin upon contract execution and extend through June 30, 2021. There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in the preceding contract year. The estimated contract total costs, including renewals, will not exceed \$1.8 million.

Request for Sealed Proposals – ISBE Student Information System (SIS) Information Technology Support

SIS provides state and federal education entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the State of Illinois. It also provides secure and appropriate access for applications such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect student related information electronically from school districts.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the services of one project manager, one business analyst, two data analysts, and two programmer analysts to assist in the development and maintenance of extant and future data systems as they pertain to the collection and organization

of the ISBE Student Information System. The initial term of each contract will begin upon execution and extend through June 30, 2021.

There will be one possible two-year renewal contingent upon a sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$5.95 million.

Susie Morrison asked if the SIS RFSP replaced an existing contract, to which the Superintendent replied that it replaced a contract with IBM.

Draft Annual Report

The Illinois State Board of Education is required to provide a report annually to the Governor and General Assembly with specific data. The Draft 2017 Annual Report includes reports on the following topics: Demographic, Financial, and Statistical Data; State, Federal, and Local Resources; Schools and Districts; Students; Student Performance; Educators; Special Education; and Categorical Grants.

The Illinois State Board of Education hereby approves the Draft 2017 Annual Report.

The Mandated Categorical data will be added and the net lottery proceeds will be updated after Dec. 18 and before it will be submitted to the General Assembly.

Discussion

Kevin Settle asked about the Public School Recognition Committee Act or Omissions Status Report, listed in the Draft Annual Report. Jeff Aranowski, executive director of Safe and Healthy Climate, responded that it was the traditional Regional Office of Education compliance monitoring recognition. He also reported that the entire process will be restructured.

END OF THE CONSENT AGENDA

ILLINOIS CHARTER SCHOOL COMMISSION APPOINTMENT

Craig Lindvahl moved that the Board approve the Governor's recommendations for candidates to be appointed to the Illinois Charter School Commission. Cesilie Price seconded the motion and it passed with a unanimous voice vote.

CUT SCORE RECOMMENDATIONS FOR REDEVELOPED LICENSURE TESTS

Cesilie Price moved the Board to authorize the State Superintendent to approve the panel cut-score recommendations for the following redeveloped licensure tests: Agriculture Education, Early Childhood Education, Health Education, Reading Specialist, School Psychologist, Superintendent, and Technology Education. Ruth Cross seconded the motion and it passed with a unanimous voice vote.

COMMON CAREER PATHWAYS DEFINITION AND GUIDANCE

Cesilie Price moved the State Board of Education hereby adopts the Illinois Common Career Pathways Definition and Guidance. Kevin Settle seconded the motion and it passed with a unanimous voice vote.

DISCUSSION ITEMS

Legislative Update

Amanda Elliot and Sarah Hartwick, co-directors of legislative affairs at ISBE, provided an update on the legislative agenda.

Sarah Hartwick also reported that she has been traveling with other ISBE staff to legislative town halls to have discussions about Evidence-Based Funding and the Every Student Succeeds Act.

Every Student Succeeds Act Update

Claudia Quezada, executive director of Innovation Systems Support, provided an update on the progress of IL-EMPOWER. She reported that the IL-EMPOWER pilot is underway, and that the IL-EMPOWER team had concluded on-site visits of pilot participants. She shared examples of districts developing plans based on their completion of the Illinois Balanced Accountability Measurement rubric. Claudia also updated the Board on the progress for releasing a Request for Applications for a second cohort of external partners. She indicated that the second application would be launched in February.

Jason Helfer, deputy superintendent of Teaching and Learning, presented on the progress of the work groups tasked with developing specific indicators for the accountability system required by the Every Student Succeeds Acts. He indicated that each indicator group will give a short presentation at the January meeting. He also reported that their findings would be placed online for public comment. Lastly, Jason added that the Technical Advisory Committee, which will establish the framework for determining growth in the accountability system, will be meeting on December 18 and 19. All the materials, in addition to a streaming link, will be posted on isbe.net.

Susie Morrison asked if pilot districts for IL-EMPOWER were receiving additional funding. Claudia Quezada responded that they were receiving financial support through Title funding. Susie advised that the IL-EMPOWER team be cautious with the distribution of Title funding, as it is meant to be spent for those districts that are most in need. Superintendent Smith clarified that some districts might be provided resources so that they will be able to staff coaching and trainings for other districts.

Kevin Settle asked about the progress of the Arts and Foreign Language indicator. Jason Helfer responded that they are expected to begin developing an arts indicator in early spring 2018.

Cesilie Price asked about the composition of districts in the pilot program, and whether districts were included in the pilot program due to demonstrated need. Superintendent Smith clarified that the pilot districts include districts with high needs, as well as districts that demonstrated innovative gap closing.

Other Items for Discussion

ANNOUNCEMENTS AND REPORTS

Superintendent/Senior Staff Announcements

Superintendent Smith provided an update about a proposed public inquiry of special education in Chicago Public Schools, following testimony made at the November 17 board meeting in Chicago.

Stephanie Jones, general counsel at ISBE, explained on the process of the public inquiry and the progress of putting together the team.

Mary Reynolds, executive director of Innovation and Secondary Transformation, presented on the development of the "Illinois Chronicles," a book published with collaboration from the Illinois Bicentennial Commission, the Abraham Lincoln Presidential Library and Museum, and ISBE. She reported that there will be two free copies sent to all school buildings early this spring. There are also a variety of accompanying lesson plans published on isbe.net.

Superintendent Smith remarked that Ed Lee, mayor of San Francisco, passed away on December 12, 2017. He expressed appreciation for Lee's work and condolences to his family.

Member Reports

Susie Morrison reflected on her opportunity to spend time in the East St. Louis School District. She relayed that they were showing improvement and they expressed appreciation for the support from the State Board, Superintendent Smith, and Robert Wolfe.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports *(available online at <http://isbe.net/>)*

**MOTION FOR
ADJOURNMENT**

Ruth Cross moved that the meeting be adjourned. Kevin Settle seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 12:38 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 203 (Low-Income Students Funds Plan)

Materials: Recommended Rules

Staff Contact(s): Jason Hall, Division Administrator, State Funding and Forecasting
Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Lindsay Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

State Funding and Forecasting requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments do not relate to the Board's Strategic Goals as there is no longer statutory authority for this Part.

Background Information

This Part is being repealed to align with the enactment of Public Act 100-0465 effective August 31, 2017.

Section 18-8.05(H) of the School Code outlined how supplemental general state aid (SGSA) was calculated. School districts that were eligible for SGSA filed plans with ISBE in accordance with this Part. The requirements of the plans included consistency with the decisions of local school councils and school improvement plans required as part of 34-2.4 of the School Code.

PA 100-0465 sunset Section 18-8.05 in its entirety. SGSA is now part of the Base Funding Minimum or Hold Harmless paid to each district. This is a static amount based on claims paid in fiscal year 2017. In future fiscal years, a district's Base Funding Minimum will increase based on any tier funding it received in the previous fiscal year. Since SGSA low-income funding is no longer a separate and annual calculation, there is no way for a district to report on how it plans to expend the funds. As such, this Part is obsolete and is now being repealed.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent's Recommendation

I recommend that the following motion be adopted

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Low-Income Students Funds Plan (Part 203)

including publication of the proposed amendments in the *Illinois Register*.

Next Steps

Upon Board authorization, agency staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent's Weekly Message* and the agency's website, will be used to inform interested parties of the opportunity to comment on this rulemaking.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER e: INSTRUCTION

PART 203

LOW-INCOME STUDENTS FUNDS PLAN [\(REPEALED\)](#)

Section

203.10 School Districts with an Average Daily Attendance of More than 1,000 and Fewer than 50,000 Pupils

203.20 School Districts with an Average Daily Attendance of 50,000 or More Pupils

AUTHORITY: Implementing and authorized by Section 18-8.05(H) of the School Code [105 ILCS 5/18-8.05(H)].

SOURCE: Adopted at 30 Ill. Reg. 4609, effective February 28, 2006; repealed at 42 Ill. Reg. _____, effective _____.

Section 203.10 School Districts with an Average Daily Attendance of More than 1,000 and Fewer than 50,000 Pupils

Each school district with an average daily attendance of more than 1,000 and fewer than 50,000 pupils that qualifies for supplemental general State aid (SGSA) pursuant to Section 18-8.05(H)(2.10) of the School Code [105 ILCS 5/18-8.05(H)(2.10)] shall submit a plan to the State Board of Education prior to October 30 of each year in accordance with this Section.

- a) The plan shall include the following.
 - 1) The identification of strategies for the improvement of instruction that give priority to meeting the educational needs of low-income students (i.e., students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.)).
 - 2) The relevant budget information to describe the manner in which SGSA shall be used to support the district improvement plan strategies that give priority to meeting the educational needs of low-income students.
- b) The plan may be submitted either:
 - 1) As part of the district improvement plan developed pursuant to 23 Ill. Adm. Code 1.85(b), in which case the district shall, in its submission to the State Board, identify the specific sections of the district improvement plan that meet the requirements of this Section; or

- 2) As a separate document.

Section 203.20 School Districts with an Average Daily Attendance of 50,000 or More Pupils

Each school district with an average daily attendance of 50,000 or more pupils that qualifies for supplemental general State aid (SGSA) pursuant to Section 18-8.05(H)(2.10) of the School Code shall submit a plan to the State Board of Education prior to July 15 of each year for the expenditure of no less than \$261,000,000 of its SGSA in accordance with this Section.

- a) The plan required by this Section shall include the following information:
 - 1) For the district as a whole:
 - A) The SGSA allocation, as determined by the State Board of Education pursuant to Section 18-8.05(H)(2.10) of the School Code;
 - B) If applicable, the amount to be allocated from the district's general State aid payment necessary to bring the total SGSA allocation to at least \$261,000,000 (i.e., \$261,000,000 minus the amount specified in subsection (a)(1)(A) of this Section);
 - C) The unexpended SGSA to be carried over from the fiscal year previous to the school year in which the plan is being provided;
 - D) The total SGSA to be distributed to all attendance centers in the school year in which the plan is being provided;
 - E) The number of students enrolled who were eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.) as of December 1 of the immediately preceding school year; and
 - F) The SGSA per-pupil allocation to be used to determine the distribution of SGSA to each attendance center, consisting of the amount specified in subsection (a)(1)(D) of this Section divided by the amount specified in subsection (a)(1)(E) of this Section.
 - 2) For each attendance center in the district to which SGSA is being allocated:
 - A) The total number of students enrolled in the attendance center as of the last school day in September of the immediately preceding school year;

- B) The total number of pupils enrolled who were eligible to receive free or reduced-price lunches or breakfasts under the federal Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.) as of December 1 of the immediately preceding school year;
 - C) The district's allocation of basic funds to each attendance center for the school year for which the plan is being submitted, to include the total appropriation from local funds, such as the General Fund, Tort Fund, Public Building Commission Fund, and Operations and Maintenance Fund;
 - D) The district's allocation of other categorical funds to the attendance center for the school year for which the plan is being submitted, consisting of all appropriations from any other local, State or federal funds;
 - E) The district's allocation of the SGSA to the attendance center, consisting of the amount specified in subsection (a)(1)(F) of this Section multiplied by the amount specified in subsection (a)(2)(B) of this Section;
 - F) The SGSA funds allocated to the attendance center in prior fiscal years that have not been spent;
 - G) The total SGSA entitlement, consisting of the SGSA allocation and the carryover amount;
 - H) The sum of the basic funds, other categoricals and SGSA for the school year for which the plan is being provided; and
 - I) The per-pupil spending amount, consisting of the amount specified in subsection (a)(2)(H) of this Section divided by the amount specified in subsection (a)(2)(A) of this Section.
- b) By submitting the plan, the district certifies to the State Board of Education that, through a process of review of the school expenditure plans developed in accordance with Section 34-2.3(4) of the School Code [105 ILCS 5/34-2.3(4)], the district has determined the following.
- 1) The plan is consistent with the decisions of local school councils concerning the school expenditure plans.
 - 2) SGSA shall be used by each attendance center solely for the following types of programs and services:

- A) early childhood education;
 - B) reduced class size or improved adult-to-student classroom ratio;
 - C) enrichment programs;
 - D) remedial assistance;
 - E) attendance improvement; or
 - F) other educational beneficial expenditures that supplement the regular and basic programs of the school. These other expenditures cannot include expenditures for:
 - i) political activities, as defined in Section 1-5 of the State Officials and Employees Ethics Act [5 ILCS 430/1-5];
 - ii) any activities associated with inducing federal, State or local legislators to vote in a certain manner, or any expenditures to support or oppose any statute, administrative rule or ordinance;
 - iii) out-of-State travel; or
 - iv) interscholastic sports equipment or uniforms.
- 3) Each program and service described in subsection (b)(2) of this Section constitutes a supplemental, as opposed to a regular and basic, program. For purposes of this subsection (b)(3), a “regular and basic program” means any program, including capital expenditures, that is generally available to students in district attendance centers of the same type (e.g., elementary, secondary, vocational, magnet) or that is made available through a categorical program because of a student’s special needs (e.g., programs for students with disabilities or programs for limited English proficiency students).
 - 4) The plan components give, insofar as possible, priority to meeting the educational needs of low-income students (i.e., students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.)).
 - 5) The distribution of SGSA among attendance centers is *not compensated for or contravened by adjustments of the total of other funds appropriated to any attendance center* [105 ILCS 5/18-8.05(H)(4)(b)].

- c) The State Superintendent of Education shall review the plan to determine whether it complies with the requirements of this Section and Section 18-8.05(H)(4) of the School Code.
 - 1) Within 60 days after receipt of the plan, the State Superintendent of Education shall provide written notification to the district of whether the plan is accepted or rejected. If the plan is rejected, then the State Superintendent of Education shall specify in the written notification the basis for rejection.
 - 2) Within 15 days after receiving the rejection notice, the district shall submit written notice to the State Superintendent of Education of its intent to modify its plan.
 - 3) Within 30 days after the date of the district's notice of intent to modify the plan, the district shall submit a modified plan responding to the State Superintendent's basis for rejection.
- d) The district is required to file with the State Superintendent of Education by December 1 of each year a report of expenditure data for the preceding school year. The filing of the report of expenditure data also shall constitute a certification by the district that the determinations set forth in subsection (b) of this Section made at the time of the filing of the plan for the preceding school year remain true and correct. Each report of expenditure data for the preceding school year shall provide:
 - 1) For the district, the information required by subsection (a)(1) of this Section; and
 - 2) For each attendance center:
 - A) the information required by subsection (a)(2) of this Section;
 - B) The amount of SGSA expended in the year for which the report is being submitted; and
 - C) The amount by which the SGSA allocated to the attendance center reported was less or more than the amount of SGSA that was expended.
 - 3) For the current school year, the final plan for SGSA that provides the information required by subsections (a)(1) and (a)(2) of this Section and that describes in a narrative or other format any modifications made to the plan in accordance with subsection (c) of this Section or amendments approved pursuant to subsection (e) of this Section.

- e) The State Superintendent of Education shall review the expenditure report and modifications submitted pursuant to subsection (f) of this Section to determine whether they comply with the expenditure provisions of this Section and Section 18-8.05(H)(4) of the School Code.
 - 1) Within 60 days after receipt of the report, the State Superintendent of Education shall provide written notification to the district and any affected local school council if its review determines that there has been contravention or supplanting.
 - 2) Within 45 days after receiving the written notification, the district shall submit written notice to the State Board of Education of *the remedial or corrective action to be taken, whether by amendment of the current plan, if feasible, or by adjustment in the plan for the following year* (see Section 18-8.05(H)).
- f) The district must seek an amendment of the plan whenever the amount of SGSA allocated to an attendance center is to be changed by more than \$1,000 or 20 percent (whichever is larger).
 - 1) All requests for plan amendments shall be approved by the principal, local school council and district to the same extent required for the plan itself.
 - 2) Any requested plan amendment shall be submitted to the State Superintendent of Education for review to determine whether it complies with the requirements of this Section and Section 18-8.05(H)(4) of the School Code.
 - A) Within 30 days after its receipt of the amendment, the State Superintendent of Education shall provide written notification to the district of whether the plan is accepted or rejected. If the amendment is rejected, then the State Superintendent of Education shall specify in the written notification the basis for rejection.
 - B) If the requested amendment is rejected, then the district shall either withdraw the amendment request or, within 30 days after receipt of a rejection notice, submit a modified plan amendment request responding to the State Superintendent's basis for rejection.
- g) The district and each attendance center shall retain all records and documentation necessary to demonstrate compliance with Section 18-8.05(H) of the School Code and this Part. The records and documentation shall be made available to the State Board of Education for inspection. Failure to produce the records and documentation may affect the district's recognition status, pursuant to 23 Ill. Adm. Code 1.20.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Robert Wolfe, Chief Financial Officer *RW*
Libi Gil, Ph.D., Chief Education Officer *LG*

Agenda Topic: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Deb Vespa, Division Administrator, School Business Services
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

School Business Services requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to all of the following goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The U.S. Department of Education approved ISBE's state plan on August 30, 2017 to implement the Every Student Succeeds Act (ESSA). Public Act 100-0465 created the evidence-based funding formula, which replaced General State Aid beginning August 31, 2017. These proposals are being made so that Local Education Agencies (LEAs) can properly account for revenue received as a result of the changes in state and federal law.

Specifically, the labels for account numbers 3001 (General State Aid [GSA]) are being changed to include the evidence-based funding formula and the statutory citation to the School Code is being updated to match. The label for account number 3030 (GSA Fast Growth District Grants) is being changed to remove the reference to GSA and the statutory citation to the School Code

is being updated to match. The entry for account number 3095 (GSA Transition Assistance) is being deleted. Reading improvement block grants that are obsolete are being removed.

Additionally, the Receipts/Revenue from Federal Sources section is being updated to reflect changes to the federal Elementary and Secondary Education Act (ESEA) as amended by ESSA. These changes include removing obsolete account number entries and changing references from No Child Left Behind to ESEA.

The proposed amendments were published in the *Illinois Register* on November 13, 2017, to elicit public comment; no comments were received.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: LEAs will be in compliance with ESSA and PA 100-0465.

Budget Implications: LEAs will be able to properly account for their revenue receipts.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules. Additionally, not proceeding with the rulemaking will cause LEAs to be out of compliance with state and federal law.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby adopts the proposed rulemaking for:

Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Next Steps

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 100
REQUIREMENTS FOR ACCOUNTING, BUDGETING,
FINANCIAL REPORTING, AND AUDITING

Section

100.10	Purpose and Applicability
100.20	Definitions
100.30	General Requirements
100.40	Types of Funds, Basis of Accounting, and Recognition of Transactions
100.50	Intra-Fund and Inter-Fund Transactions
100.60	Capital Assets and Depreciation
100.70	Revolving Funds
100.80	Student Activity Funds
100.90	Submission of Budgets and Deficit Reduction Plans
100.100	Annual Financial Reports
100.110	Annual Audit Requirements
100.120	Provisions Related to Debt
100.130	Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the Education Jobs Fund Program (Ed Jobs), the Race to the Top Program, and the Preschool Expansion Grant Program
100.TABLE A	Classification of Funds
100.TABLE B	Balance Sheet Accounts
100.TABLE C	Revenue Accounts
100.TABLE D	Expenditure Accounts
100.TABLE E	"Sources and Uses" Accounts; Miscellaneous
100.TABLE F	Expenditure Object Accounts

AUTHORITY: Implementing and authorized by Sections 2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1 of the School Code [105 ILCS 5/2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1].

SOURCE: Old Part repealed at 10 Ill. Reg. 20507, effective December 2, 1986; new Part adopted at 31 Ill. Reg. 14874, effective October 19, 2007; amended at 32 Ill. Reg. 16439, effective September 24, 2008; emergency amendment at 33 Ill. Reg. 6313, effective April 17, 2009, for a maximum of 150 days; emergency expired September 13, 2009; emergency amendment at 33 Ill. Reg. 12589, effective August 26, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 16728, effective November 23, 2009; emergency amendment at 34 Ill. Reg. 15489, effective September 22, 2010, for a maximum of 150 days; amended at 35 Ill. Reg. 2259, effective January 20, 2011; emergency amendment at 36 Ill. Reg. 5624, effective March 21, 2012, for a maximum of 150 days; amended at 36 Ill. Reg. 12623, effective July 18, 2012; emergency amendment at 39 Ill. Reg. 3146, effective February 11, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 9982, effective June 30, 2015; emergency amendment at 39 Ill.

Reg. 12398, effective August 20, 2015, for a maximum of 150 days; amended at 40 Ill. Reg. 1931, effective January 6, 2016; expedited correction at 40 Ill. Reg. 12470, effective January 6, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 100.20 Definitions

"Basis of accounting" means either a cash basis or an accrual basis. For purposes of this Part, "cash basis" includes a modified cash basis, and "accrual basis" includes a modified accrual basis.

"Capital asset" means any parcel of land, building, improvement to land other than buildings, instrument, machine, apparatus, or set of articles that:

under normal conditions of use, including reasonable care and maintenance, can be expected to serve its principal purpose for longer than 12 months;

does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;

is nonexpendable; that is, if it is damaged or some of its parts are worn out, it is more feasible to repair than replace;

retains its appearance and character through use; and

has a cost equal to or in excess of the capitalization threshold adopted by the school board.

"Capitalization threshold" means a dollar figure above which the cost of an item will be depreciated.

"CFDA" means the Catalog of Federal Domestic Assistance available on the U.S. General Services Administration's website at <https://www.cfda.gov/>.

"Class I county school unit" means a county with fewer than 2,000,000 inhabitants.

"Class I school district" means any school district located within a Class I county school unit.

"Class II county school unit" means a county with 2,000,000 or more inhabitants.

"Class IIA school district" means any school district that is located within a Class II county school unit but is not subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Class IIB school district" means any school district that is located within a Class II county school unit and is subject to the jurisdiction of the trustees of schools of any township in which the district is located.

"Construction in progress" means construction work undertaken but not yet completed.

"Depreciable land" means land that is owned by a school board and used for school bus storage or maintenance and on which depreciation is claimed in accordance with the provisions of 23 Ill. Adm. Code 120 (Pupil Transportation Reimbursement).

"Depreciation allowance" means an estimate of the annual cost of using an item that is based on its acquisition cost divided by its assumed or estimated useful life.

"Dimension" means a classification that is used to describe various characteristics of accounts (e.g., expenditures, revenues, and sources and uses of funds).

"Equipment (3-year schedule)" means repairs or modifications to a pupil transportation vehicle, pupil monitoring equipment installed on school buses, including video cameras, and computer equipment used exclusively in the food service program.

"Equipment (5-year schedule)" means vehicles used to transport students, driver education cars, vehicles or transportation equipment used exclusively in the food service program, and equipment necessary for the operation of a special educational facility.

"Equipment (10-year schedule)" means any capitalized equipment not included on the 3-year or 5-year schedule, including, but not limited to, other equipment used in the food service program, other equipment used in the driver education program, two-way transportation vehicle communication systems, pupil transportation equipment not installed in a vehicle, and service vehicles (such as tow trucks) used to service pupil transportation vehicles.

"ESEA" means the federal Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA (P.L. 114-328)) (23 USC 6301 et seq.).

"Expenditures" means transactions involving the disbursement of cash or the establishment of an obligation without creating an asset or canceling a liability.

"Generally accepted governmental auditing standards" means the "Standards for Audit of Government Organizations, Programs, Activities and Functions" (2011) published by the Comptroller General of the United States and accessible at

<http://www.gao.gov/yellowbook>. No later amendments to or editions of these standards are incorporated by this Section.

"Non-capitalized equipment" means any item that would be a capital asset except for the fact that its cost is less than the capitalization threshold adopted by the school board.

"Non-depreciable land" means any land owned by a school board that does not qualify as depreciable under this Section.

"Operating Funds" means the Educational, Operations and Maintenance, Transportation, and Working Cash funds.

"Permanent buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as real estate. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Petty cash fund" means a fund in which a sum of cash is set aside for the purpose of making change or making immediate payments when the amounts involved are so small that processing through the school board's regular procedure would be uneconomical.

"Revenues" means transactions involving the receipt of cash without creating a liability or canceling an asset.

"Revolving fund" means a fund out of which disbursements can be made quickly, to address emergencies and other timing issues that prevent a district from following its regular procedures for disbursement.

"School board" means the board of education or board of directors of a school district or the governing board or board of control of a cooperative or joint agreement.

"Student activity funds" means funds owned, operated, and managed by organizations, clubs, or associations within the student body under the guidance and direction of one or more staff members for educational, recreational, or cultural purposes. (Examples: homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, student-sponsored bookstore)

"Supplies" means items of a consumable nature not classified as capital assets or non-capitalized equipment.

"Temporary buildings and building improvements" means buildings and additions, either existing or to be constructed, that are properly classified as personal property and are primarily characterized by the absence of a permanent

foundation. Included are expenditures for installment or lease payments (exclusive of interest) under capitalized leases.

"Unbalanced budget" means a budget in which the direct revenues of the operating funds are less than the direct expenditures from those funds by an amount that is greater than one-third of the funds' ending fund balances.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 100.TABLE C Revenue Accounts

Label	Account Number	Source; Notes
RECEIPTS/REVENUE FROM LOCAL SOURCES	1000	
AD VALOREM TAXES	1100	
Educational Purposes Levy	1110	105 ILCS 5/17-2 and 17-3.
Operations and Maintenance Purposes Levy	1111	105 ILCS 5/17-5.
Bond and Interest Purposes Levy	1112	105 ILCS 5/17-9.
Transportation Purposes Levy	1113	105 ILCS 5/17-4.
Municipal Retirement Purposes Levy	1114	40 ILCS 5/7-171.
Working Cash Purposes Levy	1115	105 ILCS 5/20-3.
Public Building Commission Rent Levy	1116	50 ILCS 20/18.
Capital Improvement Purposes Levy	1117	105 ILCS 5/17-2 and 17-2.3.
Fire Prevention & Safety Purposes Levy	1118	105 ILCS 5/17-2.11.
Emergency Financial Assistance Levy	1119	105 ILCS 5/1B-8 and 1F-62.
Tort Immunity/Judgment Purposes Levy	1120	745 ILCS 10/9-109.
Leasing Purposes Levy	1130	105 ILCS 5/17-2.2c.
Special Education Purposes levy	1140	105 ILCS 5/ 17-2.2a.

FICA and Medicare Only Levies	1150	Social Security taxes and the employer's share of Medicare Only payments; 40 ILCS 5/21-110, 110.1.
Area Vocational Construction Purposes Levy	1160	105 ILCS 5/17-2.4.
Summer School Purposes Levy	1170	105 ILCS 5/17-2 and 17-2.1.
Other Tax Levies	1190	Taxes received from other tax levies not specifically identified (describe and itemize).
PAYMENTS IN LIEU OF TAXES	1200	
Mobile Home Privilege Tax	1210	
Payments from Local Housing Authorities	1220	
Corporate Personal Property Replacement Taxes	1230	Amounts received to replace personal property tax revenues lost.
Other Payments in Lieu of Taxes	1290	
TUITION	1300	
Total Regular Tuition	1310	Amounts received for pupils attending the district's regular schools; 105 ILCS 5/10-20.12a.
Regular Tuition from Pupils or Parents (In-State)	1311	
Regular Tuition from Other Districts (In-State)	1312	
Regular Tuition from Other Sources (In-State)	1313	
Regular Tuition from Other Sources (Out-of-State)	1314	
Total Summer School Tuition	1320	Amounts received for pupils attending summer school.
Summer School Tuition from Pupils or Parents (In-State)	1321	
Summer School Tuition from Other Districts (In-State)	1322	
Summer School Tuition from Other Sources (In-State)	1323	

Summer School Tuition from Other Sources (Out-of-State)	1324	
Total CTE Tuition	1330	Amounts received for pupils attending career and technical education programs.
CTE Tuition from Pupils or Parents (In-State)	1331	
CTE Tuition from Other Districts (In-State)	1332	
CTE Tuition from Other Sources (In-State)	1333	
CTE Tuition from Other Sources (Out-of-State)	1334	
Total Special Education Tuition	1340	Amounts received for pupils attending special education programs.
Special Education Tuition from Pupils or Parents (In-State)	1341	
Special Education Tuition from Other Districts (In-State)	1342	
Special Education Tuition from Other Sources (In-State)	1343	
Special Education Tuition from Other Sources (Out-of-State)	1344	
Total Adult Tuition	1350	Amounts received for pupils attending adult/continuing education programs.
Adult Tuition from Pupils or Parents (In-State)	1351	
Adult Tuition from Other Districts (In-State)	1352	
Adult Tuition from Other Sources (In-State)	1353	
Adult Tuition from Other Sources (In-State)	1354	
TRANSPORTATION FEES	1400	
Total Regular Transportation Fees	1410	Amounts received for transporting pupils to and from school and school activities (regular school day).
Regular Transportation Fees from Pupils or Parents (In-State)	1411	

Regular Transportation Fees from Other Districts (In-State)	1412	
Regular Transportation Fees from Other Sources (In-State)	1413	
Regular Transportation Fees from Co-curricular Activities (In-State)	1415	
Regular Transportation Fees from Other Sources (Out-of-State)	1416	
Total Summer School Transportation Fees	1420	Amounts received for transporting pupils to and from summer school.
Summer School Transportation Fees from Pupils or Parents (In-State)	1421	
Summer School Transportation Fees from Other LEAs (In-State)	1422	
Summer School Transportation Fees from Other Sources (In-State)	1423	
Summer School Transportation Fees from Other Sources (Out-of-State)	1424	
Total CTE Transportation Fees	1430	Amounts received for transporting pupils to and from career and technical education classes.
CTE Transportation Fees from Pupils or Parents (In-State)	1431	
CTE Transportation Fees from Other Districts (In-State)	1432	
CTE Transportation Fees from Other Sources (In-State)	1433	
CTE Transportation Fees from Other Sources (Out-of-State)	1434	
Total Special Education Transportation Fees	1440	Amounts received for transporting pupils to and from special education programs.

Special Education Transportation Fees from Pupils or Parents (In-State)	1441	
Special Education Transportation Fees from Other Districts (In-State)	1442	
Special Education Transportation Fees from Other Sources (In-State)	1443	
Special Education Transportation Fees from Other Sources (Out-of-State)	1444	
Total Adult Transportation Fees	1450	Amounts received for transporting pupils to and from adult/continuing education programs.
Adult Transportation Fees from Pupils or Parents (In-State)	1451	
Adult Transportation Fees from Other Districts (In-State)	1452	
Adult Transportation Fees from Other Sources (In-State)	1453	
Adult Transportation Fees from Other Sources (Out-of-State)	1454	
EARNINGS ON INVESTMENTS	1500	
Interest on Investments	1510	
Gain or Loss on Sale of Investments	1520	Gains or losses realized from the sale of bonds.
FOOD SERVICE	1600	
Sales to Pupils – Lunch	1611	
Sales to Pupils – Breakfast	1612	
Sales to Pupils – A la Carte	1613	
Sales to Pupils – Other	1614	
Sales to Adults	1620	Amounts received from adults for sale of food products and services.
Other Food Service	1690	Amounts received from local sources for other food service activities.
DISTRICT/SCHOOL ACTIVITY INCOME	1700	

Admissions – Athletic	1711	Amounts received from school-sponsored athletic events.
Admissions – Other	1719	Amounts received from admissions to all other school-sponsored events except athletics (describe and itemize).
Fees	1720	Amounts received from pupils for fees such as towel fees, locker fees, and equipment fees (excludes transportation).
Book Store Sales	1730	
Other District/School Activity Revenue	1790	All other revenue from district or school activities not otherwise specified.
TEXTBOOK INCOME	1800	
Rentals – Regular Textbooks	1811	
Rentals – Summer School Textbooks	1812	
Rentals – Adult/Continuing Education Textbooks	1813	
Rentals – Other	1819	Describe and itemize.
Total Textbook Rentals	1810 1820	105 ILCS 5/10-22.25.
Sales – Regular Textbooks	1821	
Sales – Summer School Textbooks	1822	
Sales – Adult/Continuing Education Textbooks	1823	
Sales – Other	1829	
Total Textbook Sales	1820	105 ILCS 5/28-8.
Textbooks Other	1890	Textbook revenues not provided for elsewhere in the 1800 series of accounts.
OTHER LOCAL REVENUES	1900	
Rentals	1910	Amounts received for rental of school property, real or personal.
Contributions and Donations from Private Sources	1920	Amounts received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.
Impact Fees from Municipal or County Governments	1930	Amounts received from a city, town, village, or county government from impact fees assessed in accordance with local ordinances.
Services Provided to Other Districts	1940	Amounts received for services other than tuition and transportation services (e.g., data processing, purchasing, maintenance, accounting, cleaning, consulting, guidance).

Refund of Prior Years' Expenditures	1950	A refund of an expenditure charged to a prior fiscal year's budget.
Payments of Surplus Moneys from TIF Districts	1960	Amounts received from distributions from Tax Increment Financing districts.
Drivers' Education Fees	1970	105 ILCS 5/27-24.2.
Proceeds from Vendors' Contracts	1980	Proceeds received pursuant to contracts between the district and various vendors.
School Facility Occupation Tax Proceeds	1983	Amounts received from distributions of School Facility Occupation Tax proceeds.
Payment from Other Districts	1991	Amounts representing a district's share of special education or career and technical education building costs.
Sale of Vocational Projects	1992	Amounts representing gain from the sale of vocational projects.
Other Local Fees	1993	Amounts assessed or received from local sources for district programs not classified elsewhere (describe and itemize).
Other Local Revenues	1999	Amounts received from local sources not provided for elsewhere in the 1000 series of accounts.
FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	
FLOW-THROUGH REVENUE FROM STATE SOURCES	2100	State revenues that can be further subdivided to account for individual grants.
FLOW-THROUGH REVENUE FROM FEDERAL SOURCES	2200	Federal revenues that can be further subdivided to account for individual grants.
OTHER FLOW-THROUGH REVENUE	2300	Other revenues that can be further subdivided to account for individual grants (describe and itemize).
RECEIPTS/REVENUE FROM STATE SOURCES	3000	
General State Aid Section 18-8.05 (GSA) <u>Evidence Based Funding Formula</u>	3001	105 ILCS 5/18-8.05. <u>105 ILCS 5/18-8.15.</u>
GSA—Supplemental Grant	3002	Amounts to supplement funding received under the general State aid formula [105 ILCS 5/18-8.05] or for losses incurred due to a reduction in or elimination of appropriations.

Reorganization Incentives – Deficit Fund Balance	3005	105 ILCS 5/11E-135(c).
Reorganization Incentives – Attendance	3010	105 ILCS 5/11E-135(a).
Reorganization Incentives – Salary Difference	3015	105 ILCS 5/11E-135(b).
Reorganization Incentives – Certified Salary	3020	105 ILCS 5/11E-135(d).
Reorganization Incentives – Feasibility Studies	3021	Amounts received pursuant to appropriations for this purpose.
GSA Fast Growth District Grants	3030	105 ILCS 5/18-8.10. <u>105 ILCS 5/18-18.15</u>
Emergency Financial Assistance Grants	3050	105 ILCS 5/1B-8 and 1F-62.
Tax Equivalent Grants	3055	105 ILCS 5/18-4.4.
GSA Transition Assistance	3095	Amounts received pursuant to appropriations for this purpose.
Other Unrestricted Grants-In-Aid from State Sources	3099	Amounts received pursuant to other appropriations (describe and itemize).
Special Education – Private Facility Tuition	3100	105 ILCS 5/14-7.02.
Special Education – Extraordinary	3105	105 ILCS 5/14-7.02a.
Special Education – Personnel	3110	105 ILCS 5/14-13.01.
Special Education – Orphanage – Individual	3120	105 ILCS 5/14-7.03.
Special Education – Orphanage – Summer	3130	105 ILCS 5/14-7.03.
Special Education – Summer School	3145	105 ILCS 5/18-4.3.
Philip J. Rock Center and School	3155	105 ILCS 5/14-11.02.
Educational Materials Center	3156	105 ILCS 5/14-11.01.
Special Education – Other	3199	Amounts received pursuant to other appropriations (describe and itemize).
CTE Improvement (CTEI)	3220	105 ILCS 435.
CTE – WECEP	3225	105 ILCS 5/2-3.66a.
Agriculture Education	3235	105 ILCS 5/2-3.80.

CTE – Student Organizations	3270	105 ILCS 435.
CTE – Other	3299	Amounts received pursuant to other appropriations (describe and itemize).
Bilingual Education – Downstate – TPI and TBE	3305	105 ILCS 5/14C-12.
Bilingual Education – Downstate – Transitional Bilingual Education	3310	105 ILCS 5/14C-12.
Gifted Education	3350	105 ILCS 5/Art. 14A.
State Free Lunch and Breakfast	3360	105 ILCS 125/2.
School Breakfast Initiative	3365	105 ILCS 125/2.5.
Driver Education	3370	105 ILCS 5/27-24.2.
Adult Education (from ICCB)	3410	Amounts received from the Community College Board; 105 ILCS 405.
Adult Education – Other	3499	Amounts received pursuant to other appropriations (describe and itemize).
Transportation – Regular/Vocational	3500	105 ILCS 5/29-5.
Transportation – Special Education	3510	105 ILCS 5/14-13.01(b).
Transportation – ROE Bus Driver Training	3520	105 ILCS 5/3-14.23.
Transportation – Other	3599	Amounts received pursuant to other appropriations (describe and itemize).
Learning Improvement – Change Grants	3610	105 ILCS 5/2-3.25, 2-3.63, and 2-3.64a-5.
National Board Certification	3651	105 ILCS 5/21B-65.
Administrators Academy	3655	105 ILCS 5/2-3.53.
Truants' Alternative and Optional Education	3695	105 ILCS 5/2-3.66.
Regional Safe Schools	3696	105 ILCS 5/13A-8.
Early Childhood – Block Grant	3705	105 ILCS 5/1C-2 and 2-3.71.
Reading Improvement Block Grant	3715	105 ILCS 5/2-3.51.
Reading Improvement Block Grant – Reading Recovery	3720	Amounts received from the 2% set aside under 105 ILCS 5/2-3.51.

Continued Reading Improvement Block Grant	3725	105 ILCS 5/2-3.51a.
Continued Reading Improvement Block Grant	3726	Amounts received from the 2% set aside under 105 ILCS 5/2-3.51a.
ROE/ISC Operations	3730	Amounts received pursuant to 105 ILCS 5/2-3.62, 3-14.23, and 18-6.
ROE Supervisory Expense	3745	Amounts received pursuant to 105 ILCS 5/18-6.
Chicago Teachers Academy for Math & Science (TAMS)	3765	Amounts received pursuant to an appropriation for TAMS.
Chicago General Education Block Grant	3766	105 ILCS 5/1D-1.
Chicago Educational Services Block Grant	3767	105 ILCS 5/1D-1.
School Safety and Educational Improvement Block Grant	3775	105 ILCS 5/2-3.51.5.
Technology – Learning Technology Centers	3780	105 ILCS 5/2-3.117.
Illinois Government Intern Program	3804	Funds distributed as a grant to Springfield School District 186 to support administration of this program.
State Charter Schools	3815	105 ILCS 5/Art. 27A.
Extended Learning Opportunities (Summer Bridges)	3825	105 ILCS 5/10-20.9a.
Infrastructure Improvements – Planning/Construction	3920	105 ILCS 230/5-35.
School Infrastructure – Maintenance Projects	3925	105 ILCS 230/5-100.
Regular Orphanage Tuition (18-3)	3950	105 ILCS 5/18-3.
Tax Equivalent Grants	3955	105 ILCS 5/18-4.4.
After-School Programs – Mentoring & Student Support	3960	Amounts received pursuant to appropriation.
Advanced Placement Classes	3961	105 ILCS 302.
Arts Education	3962	105 ILCS 5/2-3.65a.

Grants to Local Governments, Community Organizations, Not-for-Profit Organizations, and Educational Facilities	3963	Amounts received pursuant to appropriations.
ISBE Special Purpose Trust Fund	3970	105 ILCS 5/2-3.127a.
Class Size Reduction Pilot Project	3981	105 ILCS 5/2-3.136.
Teacher Mentoring Pilot Project	3982	105 ILCS 5/21A-25.
The "Grow Your Own" Teacher Education Initiative	3983	110 ILCS 48.
Education of Homeless Children and Youth State Grant Program	3984	105 ILCS 45.
Children's Mental Health Partnership	3990	405 ILCS 49/15.
State "On-behalf" Payments	3998	Reserved for on-behalf payments by the State.
Emergency Financial Assistance Grant	3999	105 ILCS 5/1B-8.
Temporary Relocation Expense Grant	3999	105 ILCS 5/2-3.77.
Other Restricted Revenue from State Sources	3999	Amounts received pursuant to other appropriations (describe and itemize).
RECEIPTS/REVENUE FROM FEDERAL SOURCES	4000	
Federal Impact Aid	4001	ESEA Title VIII - Impact Aid (CFDA 84.041).
Other Unrestricted Grants-In-Aid Received Directly from the Federal Government	4009	Amounts received pursuant to other unrestricted appropriations; describe and itemize.
Total Unrestricted Grants Received Directly from the Federal Government	4010	
Head Start	4045	Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I (CFDA 93.600).
Construction (Impact Aid)	4050	ESEA, Title VIII (Impact Aid – Facilities Maintenance) (CFDA 84.040).

Magnet	4060	ESEA, Title V, Part C (Magnet Schools Assistance) (CFDA 84.165).
Other Restricted Grants-In-Aid Received Directly from the Federal Government	4090	Amounts received pursuant to other restricted appropriations; describe and itemize.
Total Restricted Grants Received Directly from the Federal Government	4095	
TOTAL GRANTS RECEIVED DIRECTLY FROM THE FEDERAL GOVERNMENT	4099	Amounts received pursuant to other appropriations.
Title V – <u>Flexibility and Accountability Innovation and Flexibility Formula</u>	4100	<u>ESEANCLB</u> , Title V, Part A – <u>Funding Transferability for State and Local Education Agencies</u> State Grants For Innovative Programs (CFDA 84.298).
Title V – SEA Projects	4105	<u>ESEANCLB</u> , Title V, Part A – <u>Funding Transferability for State and Local Education Agencies</u> State Grants For Innovative Programs (CFDA 84.298).
Title V – Rural and Low-Income Schools (REI)	4107	<u>ESEANCLB</u> , Title <u>VVI</u> , Part B – Rural Education (CFDA 84.358).
Title V – Other	4199	Amounts received pursuant to other appropriations (describe and itemize).
Breakfast Start-up	4200	Child Nutrition Act – School Breakfast Program for Start-Up (CFDA 10.553).
National School Lunch Program	4210	Child Nutrition Act – National School Lunch Program (CFDA 10.555).
Special Milk Program	4215	Child Nutrition Act – Special Milk Program for Children (CFDA 10.556).
School Breakfast Program	4220	Child Nutrition Act – School Breakfast Program (CFDA 10.553).
Summer Food Service Admin/Program	4225	Child Nutrition Act – Summer Food Service Program for Children (CFDA 10.559).
Child Care Commodity/SFS 13-Adult Day Care	4226	Child Nutrition Act – Child Care and Adult Food Service Program (CFDA 10.558).
SAE Nutrition Ed. Loan/TNT	4227	Child Nutrition Act of 1966 (42 USC 1771 et seq.) – (CFDA 10.574).
Fresh Fruit and Vegetables	4240	Child Nutrition – Cash Payments.
Child Nutrition Commodity/Salvage	4250	Child Nutrition Act of 1966 (CFDA 10.550).
Cash in Lieu of Commodities	4255	Amounts received in lieu of commodities in the food service program.

Food Service – Other	4299	Amounts received pursuant to other appropriations from the U.S. Department of Agriculture for nutrition programs (describe and itemize).
Title I – Low Income	4300	ESEA No Child Left Behind No Act of 2001 (NCLB; 20 USC 6301 et seq.) , Title I, Part A – Improving Academic Achievement of the Disadvantaged (CFDA 84.010).
Title I – Low Income – Neglected, Private	4305	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk – State program</u> Neglected and Delinquent (CFDA 84.013).
Title I – Low Income – Delinquent, LEA <u>Private</u>	4306	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</u> Neglected and Delinquent (CFDA 84.013).
Title I – Neglected and Delinquent Juvenile and Adult Corrections (formerly only juvenile)	4315	ESEA <u>NCLB</u> , Title I, Part D – <u>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</u> Neglected and Delinquent (CFDA 84.013).
Title I – <u>Improving the Academic Achievement of the Disadvantaged School Improvement and Accountability</u>	4331	ESEA <u>NCLB</u> , Title I, Part A (<u>CFDA 84.010</u>).
Title I – <u>Comprehensive School Reform</u>	4332	NCLB , Title I, Part F – <u>Comprehensive School Reform</u> (CFDA 84.332).
Title I – <u>Reading First</u>	4334	NCLB , Title I, Part B-1 – <u>Reading First</u> (CFDA 84.357).
Title I – <u>Even Start</u>	4335	NCLB , Title I, Part B-3 – <u>Even Start</u> (CFDA 84.213).
Title I – <u>Reading First SEA Funds</u>	4337	NCLB , Title I, Part B-1 – <u>Reading First SEA Funds</u> (CFDA 84.357).
Title I – School Improvement Grant	4339	ESEA <u>NCLB</u> , Title I, Part A, section 1003g (CFDA 84.357).
Title I – Migrant Education	4340	ESEA <u>NCLB</u> , Title I, Part C – Education of Migrant Children (CFDA 84.011).
Title I – Other	4399	Amounts received pursuant to other appropriations under Title I of ESEA <u>NCLB</u> (describe and itemize).
Title IV – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools = Formula	4400	ESEA <u>NCLB</u> , Title IV, Part A – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools (CFDA 84.186).
Title IV – <u>Student Support and Academic Enrichment Grants</u> Safe & Drug Free Schools – State-Level Program	4415	ESEA <u>NCLB</u> , Title IV, Part A – <u>Student Support and Academic Enrichment Grants</u> Safe and Drug Free Schools (CFDA 84.186).

Title IV – 21 st Century	4421	<u>ESEANCLB</u> , Title IV, Part B – 21 st Century Community Learning Centers (CFDA 84.287).
Title IV – Other (Describe & Itemize)	4499	Amounts received pursuant to other appropriations under Title IV of <u>ESEANCLB</u> (describe and itemize).
Federal Special Education Preschool Flow-Through	4600	IDEA, Part B – Preschool (CFDA 84.173).
Federal Special Education Preschool Discretionary	4605	IDEA, <u>Part</u> B – Preschool (CFDA 84.173).
Federal Special Education – IDEA Flow-Through/Low Incident	4620	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Room and Board	4625	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA Discretionary	4630	IDEA, Part B (CFDA 84.027).
Federal Special Education – IDEA – Part D – Improvement	4631	IDEA, Part D – State Program Improvement Grants for Children with Disabilities (CFDA 84.323).
Federal Special Education – IDEA Title VI C – Deaf/Blind	4635	IDEA, Part D – Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (CFDA 84.326).
Federal Special Education – IDEA – Other	4699	Amounts received pursuant to other appropriations under IDEA (describe and itemize).
CTE – Perkins – State Leadership	4720	Carl D. Perkins Career and Technical Education Act of 2006 – State Leadership (CFDA 84.048A).
CTE – Perkins – DHS Ed	4740	Carl D. Perkins Career and Technical Education Act of 2006 – Corrections or Institutions (CFDA 84.048A).
CTE – Perkins – Secondary	4745	Carl D. Perkins Career and Technical Education Act of 2006 – Secondary (CFDA 84.048A).
CTE – Perkins Title II – Tech Prep	4770	Carl D. Perkins Career and Technical Education Act of 2006 – Title II - Tech Prep (CFDA 84.243A).
CTE – Other	4799	Amounts received pursuant to other appropriations from federal sources (describe and itemize).
Federal – Adult Education	4810	Adult Education State Grant Program (CFDA 84.002).
ARRA General State Aid – Education Stabilization	4850	Amounts received pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA); see Section 100.130 of this Part.
ARRA Title I – Low Income	4851	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.

ARRA Title I – Neglected, Private	4852	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – Delinquent, Private	4853	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (Part A)	4854	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Title I – School Improvement (section 1003g)	4855	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Preschool	4856	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA IDEA – Part B – Flow-Through	4857	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Fund - XII	4860	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Title IID – Technology – Competitive	4861	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA McKinney-Vento Homeless Education	4862	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA Child Nutrition Equipment Assistance	4863	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Formula Grants	4864	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Impact Aid Competitive Grants	4865	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified Zone Academy Bond Tax Credits	4866	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Qualified School Construction Bond Credits	4867	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Tax Credits	4868	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Build America Bond Interest Reimbursement	4869	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
ARRA General State Aid – Other Government Services Stabilization	4870	Amounts received pursuant to the ARRA; see Section 100.130 of this Part.
Other ARRA Funds – II	4871	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.

Other ARRA Funds – III	4872	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IV	4873	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – V	4874	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
ARRA Early Childhood	4875	Paid with Government Services State Fiscal Stabilization Fund ARRA funds; see Section 100.130 of this Part.
Other ARRA Funds – VII	4876	Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – VIII	4877	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – IX	4878	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Other ARRA Funds – X	4879	Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.
Education Jobs Fund Program	4880	Available for recording sources of federal funds received pursuant to the Education Jobs Fund Program; see Section 100.130 of this Part.
Race to the Top Program	4901	Available for recording sources of federal funds received pursuant to the Race to the Top Program; see Section 100.130 of this Part.
Race to the Top – Preschool Expansion Grant	4902	Available for recording sources of federal funds received pursuant to the Race to the Top Preschool Expansion Grant Program; see Section 100.130 of this Part.

<u>Advanced Placement Fee/International Baccalaureate</u>	4904	<u>ESEA, Title I, Part G – Advanced Placement Program (CFDA 84.330).</u>
<u>English Language Instruction for English Learners and Immigrant StudentsEmergency Immigrant Assistance</u>	4905	<u>ESEANCLB, Title III – English Language Instruction for English Learners and Immigrant StudentsEnglish Language Acquisition Grants – Immigrant Assistance Grants (CFDA 84.365).</u>
<u>Title III – English Language Acquisition</u>	4909	<u>ESEANCLB, Title III, Part A – English Language Acquisition Grants (CFDA 84.365).</u>
<u>Learn & Serve America</u>	4910	<u>National and Community Service Act of 1990 – Learn & Serve America (CFDA 94.004).</u>
<u>Refugee Children School Impact Grants</u>	4915	<u>Refugee Education Assistance Act of 1980, Refugee and Entrant Assistance Discretionary Grants (CFDA 93.576).</u>
<u>McKinney Education for Homeless Children</u>	4920	<u>ESEA, Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths ProgramNCLB, Title X – Education for Homeless Children (CFDA 84.196).</u>
<u>Title II – Teacher Quality</u>	4932	<u>ESEANCLB, Title II, Part A, Supporting Effective Instructionand ESEA, Title II, Part C, Subpart 1, Chapter B (CFDA 84.350).</u>
<u>Title II – Teacher Quality</u>	4935	<u>ESEA, Title II, Part A – Supporting Effective Instruction - Improving Teacher Quality State Grants (CFDA 84.367).</u>
<u>Title II – Math and Science Initiative</u>	4936	<u>ESEA, Title II, Part B – Math and Science Partnerships (CFDA 84.366).</u>
<u>Federal Charter Schools</u>	4960	<u>ESEANCLB, Title IV, Part CB – Expanding Opportunity Through Quality Charter SchoolPublic Charter Schools.</u>
<u>Title II – Technology – Enhancing Education Formula Grants</u>	4971	<u>ESEA, Title II, Part D, Subparts 1 and 2, as amended – Education Technology State Grants (CFDA 84.318).</u>
<u>Title II – Technology – Enhancing Education Competitive Grants</u>	4972	<u>ESEA, Title II, Part D, Subparts 1 and 2 – Education Technology State Grants (CFDA 84.318).</u>
<u>Safe Routes to School</u>	4980	<u>Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (P.L. 109-59).</u>
<u>State Assessment Grants</u>	4981	<u>ESEA State Assessment Grants Title I, Part B (CFDA 84.368).</u>
<u>Grant for State Assessments and Related Activities</u>	4982	<u>ESSA Grants for State Assessments and Related Activities, Title VI, Part A, Subpart I (CFDA 84.369)</u>
<u>Medicaid Matching Funds – Administrative Outreach</u>	4991	<u>Social Security Act, Title XIX – Medicaid Matching – Administrative Outreach (CFDA 93.778).</u>

Medicaid Matching Funds – Fee-for-Service Program	4992	Social Security Act, Title XIX – Medicaid Matching – Fee for Service Programs (CFDA 93.778).
Hurricane Emergency Relief	4995	Hurricane Emergency Relief Act.
Other Restricted Grants Received from Federal Government through State	4998	Amounts received pursuant to other federal appropriations (describe and itemize).

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Libi Gil, Ph.D., Chief Education Officer 

Agenda Topic: Part 375 (Student Records)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Assessment and Accountability Division requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to goal that 90 percent or more students graduate from high school ready for college and career.

Background Information

Public Act 100-0222 removed the requirement to place the scores on the state assessment that includes a college and career ready determination (e.g., grade 11) on a student's transcript. It is necessary to update the rules to reflect this change.

The definition of "student permanent record" is being amended to reflect that change. In addition, the definition of "academic transcript" within the definition of "student permanent record" is being amended to allow scores on college entrance exams to be added by the written request of the student, his or her parent, or the person who enrolled the student. School districts that choose to allow this addition must have a written policy that is communicated to students and parents. Allowing the inclusion of scores on college entrance exams on the student transcript gives low-income students the opportunity to use the state assessment as their college entrance exam score so as not to incur an additional cost. This addition is being made to information that must be included in the notification of student records.

Additionally, the following changes are being made in response to requests from the field: (a) Class rank is being removed from the academic transcript. Many schools have stopped including it and school districts are inconsistent when calculating it, (b) Gender designations are being removed from the list of required directory information. The administrative regulations implementing the federal Family Educational Rights and Privacy Act of 1974 (FERPA) state that directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The definition goes on to say directory information includes, but is not limited to, items such as the student's

name, address, telephone listing, email address, photograph, and date and place of birth. While gender is not specifically included or excluded, removing the designation from required directory information will more closely align our administrative rules to FERPA.

The proposed amendments were published in the *Illinois Register* on November 13, 2017, to elicit public comment; two comments were received. The summary and analysis of those public comments, along with any recommendations for changes in the proposal as a result, are attached.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby adopts the proposed rulemaking for:

Part 375 (Student Records)

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Next Steps

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

Summary and Analysis of Public Comment
23 Ill. Adm. Code 375
Student Records

Comment

Both commenters expressed concerns regarding the proposed changes to the definition of "student permanent record." First, the commenters state that if a school district would like to allow the college entrance exam scores on the student transcript, then it must amend its board policy governing student records to specifically state this. Additionally, the commenters point out Section 375.100 already allows school districts to adopt policies and procedures and as such the proposed language is unnecessary. The commenters suggest changing "policy" to "practice" to allow districts greater flexibility.

Secondly, the commenters state the proposed language is not practical because there is a possibility that existing software would need to be updated to allow for customized fields. They state an opt-in system is ripe for human error. Also, the commenters state both SAT and ACT allow students to specify which college entrance exam scores are sent without the school's direct involvement.

Thirdly, the commenters understand the primary motivation of this change is to purportedly save students money by enabling scores to be sent to institutions of higher education. However, the College Board (administrator of the SAT) states most colleges requires scores be sent directly from the College Board. Additionally, both SAT and ACT allow up to four score reports to be sent at no cost.

Finally, the commenters assert the proposed changes do not comply with Section 2-3.64a-5(e) that "scores attained by a student on the State assessment that includes a college and career ready determination must be placed on the student's permanent record."

The commenters recommend removing the proposed language allowing students, parents or legal guardians the right to request college entrance exam scores be placed on the transcript.

Analysis

It was not ISBE's intent to mandate a policy change, but rather to allow students and/or parents or legal guardians the opportunity to request college entrance exam scores to be placed on the academic transcript if a school district desires to engage in that practice. To further clarify that a policy change is optional, ISBE will amend the definition to state "as applicable and if allowed by district policy." ISBE will remove the language detailing that the requester must make a written request for inclusion on the academic transcript. This will allow school district flexibility in determining the policy.

The College Board and ACT provide "iScore labels" that can be printed on a label for the express purpose of placement on a student's transcript. Using these labels removes the need to custom modify student record software and reduces the administrative burden on schools.

It is true that most colleges require applicants to send them official score reports directly from the testing entity. However, several community colleges, particularly those that accept a large number of students from underrepresented groups (e.g., minority, low-income), do accept scores on transcripts. While the College Board and ACT provide free score reports for four schools each, it may be difficult for some students to access the free reports. ISBE endeavors to

provide access to higher education for any student who wishes to continue his or her academic career. Retaining the language as amended allows these students to have that opportunity.

Finally, the commenters point out that the proposed changes do not comply with the Illinois School Code. During ISBE's review of the public comments, program staff determined that current language regarding state assessments being part of the student permanent record was unclear. ISBE will clarify that the state accountability assessment administered at the high school level is also the college and career readiness determination assessment.

Recommendation

Section 375.10

Academic transcript, including:

grades, ~~class rank~~, graduation date and grade level achieved;

as applicable and if allowed as determined by district policy, the right to request the inclusion on the student's academic transcript of one or more scores received on college entrance examinations through the submission of a written request by a student, parent or the person who enrolled the student, stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included scores on college entrance examinations, except that a parent may request, in writing, the removal from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d));

the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System);

as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the School Code [105 ILCS 5/27-22];

as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy);

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance

Section 2-3.167 and 23 Ill. Adm. Code 1.443 (Global Scholar Certificate);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on all State accountability assessments ~~assessment tests~~ administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and

Comment

The commenters reiterated the same concerns regarding the proposed amendments in Section 375.30(d)(5). Additionally, one commenter states that nothing in the School Code or the Illinois Student Records Act provides parents/guardians with the right to request that scores received on college entrance exams be included on the academic transcript. The commenters state school districts already have the discretion to decide whether they will have a process for parents/guardians to request that college entrance examinations cores be included on the transcript. If the proposed language is retained, parents/guardians may interpret it to mean ISBE has created an obligation on school districts to offer to include the scores and have an opt-in policy or procedure.

The commenters suggest deleting Section 375.30(d)(5) in its entirety.

Analysis

As stated above, it was never the intent of this rulemaking to require any school district to adopt a policy for placement of college entrance exam scores on the academic transcript. If a school district elects to allow these scores to be on the transcript, it must have a way to inform students, parents and legal guardians. ISBE will clarify that if allowed by district policy, the process to request must be included in the district's records policy notification.

Recommendation

Section 375.30(d)(5)

- 5) As applicable and if allowed as determined by district policy, the process~~right to request the inclusion on removal from~~ the student's academic transcript of one or more scores received on college entrance examinations ~~through the submission of a written request stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included~~removed;

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER k: SCHOOL RECORDS

PART 375
STUDENT RECORDS

Section	
375.10	Definitions
375.20	Rights of Students
375.30	Notification
375.40	Maintenance and Destruction of School Student Records
375.50	Cost for Copies of Records
375.60	Emergency Release of Information
375.70	Release of Information
375.75	Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80	Directory Information
375.90	Challenge Procedures
375.100	Implementation
375.110	Enforcement

Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Sections 2-3.13a and 2-3.64a-5 of the School Code [105 ILCS 5/2-3.13a and 2-3.64a-5].

SOURCE: Emergency rule adopted March 24, 1976; codified at 7 Ill. Reg. 12864; amended at 10 Ill. Reg. 12602, effective July 9, 1986; amended at 12 Ill. Reg. 4818, effective February 25, 1988; amended at 20 Ill. Reg. 15304, effective November 18, 1996; amended at 23 Ill. Reg. 13843, effective November 8, 1999; amended at 26 Ill. Reg. 16202, effective October 21, 2002; amended at 29 Ill. Reg. 5467, effective March 29, 2005; amended at 32 Ill. Reg. 7143, effective April 17, 2008; amended at 32 Ill. Reg. 16475, effective September 29, 2008; amended at 36 Ill. Reg. 2220, effective January 24, 2012; amended at 37 Ill. Reg. 9479, effective June 19, 2013; amended at 39 Ill. Reg. 2449, effective February 2, 2015; amended at 40 Ill. Reg. 2287, effective January 13, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 375.10 Definitions

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation,

regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code ~~[105 ILCS 5/27-8.1]~~.

"Health-related Information" means current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgement of the district's concussion policy adopted pursuant to Sections 10-20.53 and 34-18.45 of the School Code ~~[105 ILCS 5/10-20.53 and 34-18.45]~~, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act ~~[105 ILCS 10/4]~~ who has responsibility for the *maintenance, care and security of all school student records, whether or not the records are in his or her personal custody or control.*

"School Code" means 105 ILCS 5.

"School Student Record" shall have the meaning set forth in Section 2(d) of the Act ~~[105 ILCS 10/2(d)]~~, except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes;

Electronic recordings made on school buses, as defined in Section 14-3 of the Criminal Code of 1961 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the School Code ~~[105 ILCS 5/22-20]~~ and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code ~~ILCS 5/Art. 14~~, to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Evidence required under Section (5)(b)(1) of the Missing Children's Records Act [325 ILCS 50/5(b)(1)];

Academic transcript, including:

grades, ~~class rank~~, graduation date and grade level achieved;

as applicable and if allowed by district policy, the inclusion on the student's academic transcript of one or more scores received on college entrance examinations ~~scores on college entrance examinations, except that a parent may request, in writing, the removal from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d));~~

the unique student identifier assigned and used by the Student Information System established pursuant to 23 Ill. Adm. Code 1.75 (Student Information System);

as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in Section 27-22 of the School Code [105 ILCS 5/27-22];

as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); ~~and~~

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance Section 2-3.167 and 23 Ill. Adm. Code 1.443 (Global Scholar Certificate);

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on all State ~~accountability assessments~~~~assessment tests~~ administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64a-5); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and

Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act ~~[105 ILCS 10/6(e)]~~;

Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64a-5);

The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students));

Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) *that resulted in expulsion, suspension or the imposition of punishment or sanction*;

Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8.6], as required by Section 2(f) of the Act ~~[105 ILCS 10/2(f)]~~;

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code ~~[105 ILCS 5/10-20.40 or 34-18.34]~~;

Health-related information;

Accident Reports; and

May also consist of:

Family background information;

Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Other disciplinary information;

Special education records;

Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 375.30 Notification

- a) Upon the initial enrollment or transfer of a student to the school, the school shall notify the student and the student's parents of their rights under the Act as specified in subsection (d) of this Section and of their rights with respect to the collection, distribution, and retention of biometric information under Section 10-20.40 or 34-18.34 of the School Code, if the school collects student biometric information.
- b) All notification under this Part to parents of children classified under Section 14C-3 of the School Code ~~[105 ILCS 5/14C-3]~~ to be of limited English-speaking ability shall be in English and in the language of the child's primary speaking ability. All notifications shall be in a manner that is accessible to parents with disabilities.
- c) This notification may be delivered by any means likely to reach the parents, including direct mail or email, parent-teacher conferences, delivery by the student to the parent, or incorporation in a "parent-student" handbook or other informational brochure for students and parents disseminated by the school.
- d) The notification shall consist of:
 - 1) The types of information contained in the permanent and temporary records;
 - 2) The right to inspect and copy permanent and temporary records, the limitations on the right of access established under Sections 10-22.3c and 34-18.6a of the School Code ~~[105 ILCS 5/10-22.3c and 34-18.6a]~~ and Section 5(a) of the Act, and the cost of copying these records;

- 3) The right to control access and release of school student records, except to the extent the records are authorized by law to be released without consent, and the right to request a copy of information released;
 - 4) The rights and procedures for challenging the contents of the school student record;
 - 5) ~~As applicable and if allowed by district policy, the~~ The process right to request ~~the inclusion on removal from~~ the student's academic transcript of one or more scores received on college entrance examinations ~~through the submission of a written request stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be removed;~~
 - 6) The persons, agencies or organizations having access to student records without parental consent;
 - 7) The right to copy any school student record or information contained therein proposed to be destroyed or deleted and the school's schedule for reviewing and destroying this information;
 - 8) The categories of information the school has designated as "directory information" and the right of the parents to prohibit the release of this information;
 - 9) A statement informing the parents that no person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit or insurance the securing by any individual of any information from a student's temporary record that the individual may obtain through the exercise of any right secured under the Act or this Part;
 - 10) The right of the parents, as limited by Section 7 of the Act, to inspect and challenge the information contained in a school student record prior to transfer of the record to another school district, in the event of the transfer of the student to that district; and
 - 11) Any policies of the school relating to school student records that are not included in the Act or this Part, including any policy related to the collection of biometric information as permitted under Section 10-20.40 or 34-18.34 of the School Code.
- e) *The principal of each school or the person with like responsibilities or his or her designate shall take all action necessary to assure that school personnel are informed of the provisions of the Act and this Part, either orally or in writing [105 ILCS 10/3].*

(Source: Amended at 42 Ill. Reg. _____, effective _____)

Section 375.80 Directory Information

- a) Information that may be designated as directory information shall be limited to:
 - 1) Identifying information: student's name, address, ~~gender~~, grade level, and birth date and place, and parents' names, mailing addresses, electronic mail addresses, and telephone numbers;
 - 2) Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs, except that:
 - A) No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable (see 765 ILCS 1075/30); and
 - B) No image on a school security video recording shall be designated as directory information;
 - 3) Academic awards, degrees, and honors;
 - 4) Information in relation to school-sponsored activities, organizations, and athletics;
 - 5) Major field of study; and
 - 6) Period of attendance in the school.
- b) No student Social Security Number (SSN) or student identification (ID) or unique student identifier can be designated as directory information.
- c) "Directory Information" may be released to the general public, unless a parent requests that any or all the directory information not be released on his/her child. School districts shall notify parents annually of the information that is considered to be "directory information" and of the procedures to be used by parents to request that specific information not be released.

(Source: Amended at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Libi Gil, Ph.D., Chief Education Officer *SG*

Agenda Topic: Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Materials: Recommended Rules

Staff Contact(s): Jeffrey Aranowski, Executive Director, Safe & Healthy Climate
Gary Greene, Ph.D., Principal Consultant, Nonpublic School Registration
and Recognition
Lindsay M. Bentivegna, Agency Rules Coordinator

Purpose of Agenda Item

The Safe & Healthy Climate Division requests the Board to authorize the State Superintendent to adopt a motion adopting the proposed amendments.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The proposed amendments relate to the following goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

Public Act 100-0465 created the Invest in Kids Act. This Act allows scholarship-granting organizations, as determined by the Illinois Department of Revenue, to provide scholarships to students to attend qualified nonpublic schools. Scholarships awarded cannot exceed the lesser of the statewide average operational per pupil cost among public schools or the necessary costs and fees for attendance at the qualified nonpublic schools.

The definition of "necessary costs and fees" authorizes ISBE to proscribe detailed provisions in rule for the computation of those necessary costs and fees. This rulemaking will clarify that necessary costs and fees include the sum total of the following:

- The customary charge for instruction and use of facilities (i.e., tuition)
- All charges required for textbooks, instructional materials, and technology
- Charges for field trips, if required or if they are a customary part of a class or extracurricular activity

- Charges for supplies for a particular class
- Graduation fees
- School uniforms
- Any other fee that the qualified school charges as a prerequisite for participation in curricular or extracurricular activities

Additionally, this rulemaking will clarify the following items do not constitute a necessary cost and fee:

- Fees payable only once
- Contingent deposits that are refundable in whole or in part
- Library fines and other charges made for the loss, misuse, or destruction of school property
- Charges for the purchase of class rings, yearbooks, pictures, diploma covers, or other similar items
- Charges for optional travel undertaken by a school club or group of students outside school hours
- Charges for admission to school dances, athletic events, or other social events
- Optional community service programs for which fees are charged
- Graduation fees
- Any other optional fee that the qualified nonpublic school charges for participation in curricular or extracurricular programs

The Section that is being added will be automatically repealed January 1, 2024, the date the Invest in Kids Act is repealed.

ISBE reached out during the drafting process to a number of stakeholders for feedback. Three stakeholders responded with suggested changes. Two commenters asked if transportation fees could be included as necessary costs and fees. The Act specifies that necessary costs and fees be the costs and fees for attendance at the qualified nonpublic school. Transportation fees are not usually a part of the necessary costs and fees for a student to attend a nonpublic school. As such, those fees will not be included in the list of necessary costs and fees. Likewise, a commenter asked if lunch fees could be included. Again, these fees are not necessary to attend a nonpublic school and will not be included. Two commenters asked whether registration fees could be included. Staff declines to explicitly state registration fees as a necessary cost or fee because some nonpublic schools charge this fee annually while other schools charge it once. If the registration fee is charged annually, it may be considered as part of tuition; however, if it is a one-time fee, the Act explicitly states those fees cannot be included in the necessary costs and fees. Finally, one commenter asked to include technology fees, the cost for school uniforms, and required classroom supplies. These items are all items that can be considered necessary for attendance at a nonpublic school and therefore were added the list of necessary costs and fees.

The proposed amendments were published in the *Illinois Register* on November 13, 2017, to elicit public comment; no comments were received.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: Scholarship-granting organizations will be able to determine the number of scholarships in accordance with PA 100-0465.

Budget Implications: None.

Legislative Action: None.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions

Pros: The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Cons: Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules. Additionally, not proceeding with the rulemaking will cause scholarship-granting organizations to be unable to properly grant scholarships to students in need.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby adopts the proposed rulemaking for:

Part 425 (Voluntary Registration and Recognition of Nonpublic Schools)

Further, the Board authorizes the State Superintendent of Education to make such technical and nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

Next Steps

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR’s review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER I: NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

PART 425
VOLUNTARY REGISTRATION AND RECOGNITION OF NONPUBLIC SCHOOLS

Section

425.10	Purpose and Applicability
425.20	Requirements for Registration
425.30	Requirements for Recognition
425.40	Process for Initial Recognition
425.50	Renewal of Recognition
425.60	Changes in Recognition Status
425.70	Appeals
425.80	Block Grant Funds
425.90	Textbook Block Grant Program
<u>425.100</u>	<u>Necessary Costs and Fees</u>

AUTHORITY: Implementing Sections 2-3.25o, 3.51.5, 2-3.155 and authorized by Sections 2-3.6 and 2-3.51.5 of the School Code [105 ILCS 5/2-3.25o, 2-3.51.5, 2-3.155 and 2-3.6] and Section 5 of the Invest in Kids Act [30 ILCS 40/5].

SOURCE: Adopted at 33 Ill. Reg. 17123, effective December 7, 2009; amended at 36 Ill. Reg. 2241, effective January 26, 2012; amended at 37 Ill. Reg. 9492, effective June 19, 2013; amended at 39 Ill. Reg. 2219, effective January 22, 2015; amended at 40 Ill. Reg. 5027, effective March 2, 2016; amended at 42 Ill. Reg. _____, effective _____.

Section 425.100 Necessary Costs and Fees

This Section provides implementation for the computation of necessary costs and fees as defined in Section 5 of the Invest in Kids Act (the Act) [35 ILCS 40].

- a) For purposes of this Section, "necessary costs and fees" has the same meaning as ascribed in Section 5 of the Act and is the sum total of the following:
- 1) *the customary charge for instruction and use of facilities* (Section 5 of the Act) (i.e., tuition);
 - 2) *all charges for required textbooks, instructional materials and technology including costs associated with the administration of State assessments under Section 2-3.64a-5 of the School Code;*
 - 3) *charges for field trips made during school hours, or made after school hours if the field trip is a required or customary part of a class or*

extracurricular activity (e.g., annually scheduled trips to museums, concerts, places of business and industry or field trips related to instruction in social studies, the fine arts, career/vocational education or the sciences);

4) charges for supplies required for a particular class (e.g., shop or home economics materials, laboratory or art supplies);

5) school uniforms; and

6) any other fee that the qualified school charges as a prerequisite for participation in curricular or extracurricular programs.

b) Notwithstanding Section (a), for purposes of this Section, "necessary costs and fees" does not include the following:

1) fees payable only once (Section 5 of the Act) per a student's enrollment within a qualified school;

2) contingent deposits that are refundable in whole or in part (Section 5 of the Act) (e.g., locks, towels, laboratory equipment, uniforms or equipment related to intramural sports, or to fine arts programs);

3) library fines and other charges made for the loss, misuse or destruction of school property (e.g., musical instruments);

4) charges for the purchase of class rings, yearbooks, pictures, diploma covers or similar items;

5) charges for optional travel undertaken by a school club or group of students outside of school hours (e.g., a trip to Spain by the Spanish club or a senior class trip);

6) charges for admission to school dances, athletic events or other social events;

7) optional community service programs for which fees are charged (e.g., preschool, before-and after-school child care, recreation programs).

8) graduation fees (e.g., caps, gowns); and

9) any other optional fee that the qualified school charges for participation in curricular or extracurricular programs.

c) This Section will automatically be repealed on January 1, 2024.

(Source: Added at 42 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Melissa Oller, Chief Operating and Professional Capital Officer 

Agenda Topic: Contract Amendment for EMC Equipment, Maintenance, Support, and Services (MY152210)

Materials: None

Staff Contact(s): Nancy Diefenback, Director, Technology Support and Infrastructure
David Williams, Infrastructure Manager

Purpose of Agenda Item

The Technology Support and Infrastructure Division requests the Board to authorize the State Superintendent to amend the current contract with CDW to provide ISBE with a new hyperconverged approach to data center infrastructure and position ISBE to integrate more cloud-based technologies. The amendment increases fiscal year 2018 spending by \$1,723,768.80, but not to exceed \$1,938,768.80. FY 2019 and FY 2020 will both increase \$50,000.00. The total contract value will not exceed \$3,351,372.47.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The contract will address ISBE's infrastructure needs that allow staff to continually work on all of the following goals using leading edge technology that is faster, more secure, and flexible while reducing our carbon footprint.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

A statewide master contract did not exist, so CDW was awarded a contract for EMC Equipment, Maintenance, Support, and Services in FY 2015 to serve as a purchasing vehicle for ISBE's storage, backup/recovery, and disaster recovery needs. The current CDW contract continues through June 30, 2020, and includes renewal terms not to exceed 10 years.

In June/July of 2015, ISBE refreshed the storage area network infrastructure at both our primary and disaster recovery data centers. Unprecedented growth in and acceptance of our virtual

desktop platform have increased our storage needs beyond anticipated standard growth projections, including the future migration of all remaining Chicago staff to virtual desktops.

Recently, the new technological concept of hyperconvergence has become prominent in the IT infrastructure industry, specifically, a Hyperconverged Infrastructure (HCI). With HCI, computing, storage, networking, virtualization resources, and other technologies are tightly integrated into a purpose-built box.

Projections of ISBE's infrastructure over the next five years identify that moving to HCI sooner rather than later would provide a performance upgrade, increased capacity, increased throughput, and additional savings in both energy and equipment costs. HCI would also place ISBE in an enhanced position to implement many more "cloud first" initiatives, including, but not limited to, moving the entirety of our Disaster Recover Hot Site to the cloud.

Amending this contract will support ISBE's decision to move to leading edge hyperconverged infrastructure and reduce spending over the course of the next five years.

Financial Background

The original contract provided up to \$1,974,000 for EMC Equipment, Maintenance, Support, and Services, of which \$1,312,603.67 has been expended. The previously approved FY 2018 award amount is \$215,000. Additional FY 2018 funds are needed to move ISBE to a software-defined data center that utilizes hyper converged technologies and cloud adoption tools to facilitate both a forward thinking and cutting-edge data center solution. The HCI infrastructure upgrade requires the additional investment of \$1,723,768.80 at this time, making the total for FY 2018 \$1,938,768.80. An additional investment of \$100,000 will be made in FY 2019 and FY 2020 combined.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY15	\$611,476.61					\$611,476.61
FY16	\$693,927.06					\$693,927.06
FY17	\$7,200.00					\$7,200.00
FY18	\$215,000			\$1,723,768.80		\$1,938,768.80
FY19	\$0.00			\$50,000.00		\$50,000.00
FY20	\$0.00			\$50,000.00		\$50,000.00
Total	\$1,527,603.67					\$3,351,372.47

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: None

Budget Implications: The amount of \$1,723,768.80 will be added to the contract for FY 2018. The FY 2018 total is not to exceed \$1,938,768.80. The amount of \$50,000.00 will be added to the contract for both FY 2019 and FY 2020. Payments will be provided through a combination of general revenue and indirect funding. The total contract amount will not exceed \$3,351,372.47.

Legislative Action: None.

Communication: The Technology Support and Infrastructure Division will provide ISBE management with ongoing status of all software and hardware implemented with the purchase of a new Hyperconverged Infrastructure.

Pros and Cons of Various Actions

Pros: ISBE's component-based servers, storage, and backup systems will be replaced by an HCI implementation that will increase performance, decrease energy consumption, and decrease cooling requirements.

Cons: Continuing with the existing separate servers and storage components will increase IT spending over the proposed solution, throttle ISBE's ability to provide staff and consultants with virtual desktops, and delay completion of other system upgrades and/or migrations.

Specifically, ISBE faces a critical migration from the Microsoft Windows 7 platform to Windows 10. Microsoft is retiring Windows 7 effective January 14, 2020. The yearlong migration to Windows 10 must be completed prior to that date to avoid potential security issues. ISBE's Windows 10 transition cannot be completed without a data center refresh.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a contract amendment with CDW to increase spending by \$1,723,768.80 in FY 2018 and to add a \$100,000.00 increase for FY 2019 and FY 2020 combined. The total contract amount will not exceed \$3, 351,372.47.

Next Steps

Upon Board authorization, agency staff will follow the required state procurement processes to execute a contract amendment with CDW and will proceed with the purchase of new hardware and software systems for ISBE's primary and disaster recover data centers.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Libi Gil, Ph.D., Chief Education Officer 

Agenda Topic: Amendment to the FY 2018 Agreement with the UChicago Impact

Materials: None

Staff Contact(s): Claudia Quezada, Executive Director, Innovation Systems Support
Jacob Thornton, Principal Consultant, IL-EMPOWER

Purpose of Agenda Item

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to amend the contract with UChicago Impact to continue providing the 5Essentials Survey of Learning Conditions to all districts in the state.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

This contract to administer the 5Essentials Survey of Learning Conditions between ISBE and UChicago Impact supports the following Board goals:

Every child in each public school system in the State of Illinois deserves to attend a system wherein ...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

The 5Essentials Survey of Learning Conditions, a diagnostic tool developed by researchers at the University of Chicago, provides schools with fine-grained data on five leading indicators for school improvement: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction.

Twenty years of University of Chicago research has shown that students in schools that were strong on at least three of the 5Essentials were 10 times more likely to make substantial gains in reading and math.

All schools, including alternative schools that fall under a district's domain, are required by law to participate biennially in the survey. Survey results are released publicly on the Illinois Report Card website. However, in response to stakeholder input, districts, at their own expense, may administer one of the three alternate Survey of Learning Conditions approved by the State Superintendent.

UChicago Impact provides services to administer and support the 5Essentials Survey of Learning Conditions to students, teachers, and parents statewide. Deliverables include software licensing and set-up for survey administration, survey communications, tier 1 help desk support, online learning modules on interpretation and data use, survey scoring, and online reporting.

Financial Background

ISBE first entered into an agreement with UChicago Impact in fiscal year 2014. General Revenue Funds and Federal Race to the Top funds were used that year. A combination of federal funds (Race to the Top and Title I) were utilized to fulfill the intergovernmental agreement in fiscal years 2015, 2016, and 2017.

The increase from \$350,000 to \$425,000 will cover the additional cost of school-level reporting by student population groups as required by the Every Student Succeeds Act (ESSA) and the Preschool Essentials Survey Pilot.

The financial background of this contract is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY14	\$133,362	\$256,638				\$390,000
FY15		\$350,000				\$350,000
FY16		\$350,000				\$350,000
FY17	\$126,400	\$350,000				\$476,000
FY18	\$350,000			\$75,000		\$425,000
Total	\$609,762	\$1,306,638		\$75,000		\$1,991,400

Business Enterprise Program (BEP)

Agreements with governmental entities are exempt from the agency's BEP goal as each state agency and university is subject to its own BEP goal.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: Participation in the 5Essentials Survey of Learning Conditions is required by state statute.

Budget Implications: None.

Legislative Action: None.

Communication: None.

Pros and Cons of Various Actions

Pros: By receiving student-level data disaggregated by school and supporting expansion of the survey to support the Preschool Essentials Pilot, authorizing the contract amendment will allow

ISBE to maintain compliance with ESSA and provide additional information to communities about their schools.

Cons: Not authorizing the contract amendment would prevent ISBE from complying with a portion of ESSA and would also negatively impact participation in and administration of the Preschool Essentials Pilot.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to amend the agreement with UChicago Impact at an additional cost of \$75,000 for the purpose of enhancing the administration of the statewide 5 Essentials Survey of Learning Conditions for FY 2018.

Next Steps

Upon Board authorization, agency procurement staff will present the change order to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency procurement staff will amend the agreement with UChicago Impact.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education
Tassi Maton, Chief Internal Auditor  

Agenda Topic: Presentation of Fiscal Year 2017 Financial Audit Report

Materials: Fiscal Year 2017 Financial Audit

Staff Contact(s): Tassi Maton, Chief Internal Auditor

Purpose of Agenda Item

The Internal Audit Division requests the Board accept the Office of the Auditor General's Illinois State Board of Education Financial Audit for the Year Ended June 30, 2017.

Background Information

The Auditor General is responsible for conducting a financial audit of the agency. The objectives of this audit are to determine if financial statements are fairly presented.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

The report contained one material finding.

Legislative Action: This audit will be reviewed by the Legislative Audit Commission.

Communication: The audit is issued by the Auditor General and is available to the public.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby accepts the Office of the Auditor General's Illinois State Board of Education Financial Audit for the Year Ended June 30, 2017.

Next Steps

No further action necessary.

ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Libi Gil, Ph.D., Chief Education Officer 

Agenda Topic: 2016 Illinois Science Assessment Results and 2017 Release Plan

Materials: 2016 Results Table

Staff Contact(s): Mary Reynolds, Executive Director, Innovation and Secondary Transformation
A. Rae Clementz, Director, Assessment and Accountability

Purpose of Agenda Item

The 2016 Illinois Science Assessment (ISA) results have been finalized and are ready to be shared with the Board. Additional information regarding the public release of the 2017 results is included.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Illinois Science Assessment is a federally required assessment of science and supports the following area of the State Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of students graduate from high school ready for college and career.

Background Information

On April 20, 2015, the U.S. Department of Education (ED) cited the State of Illinois for failure to administer a science assessment in 2015, as was required under the No Child Left Behind Act. Illinois was placed on "high risk" status with respect to the receipt of our federal Title I Part A dollars, which in 2016 was approximately \$660 million. The Illinois State Board of Education entered into an item-sharing agreement with the Office of the State Superintendent in the District of Columbia in order to bring Illinois into compliance. This partnership allowed Illinois to utilize the existing work of D.C., which administered a science exam based on the Next Generation Science Standards in 2015. ED approval was needed because the end-of-course biology assessment would not fully meet the federal testing requirements. Approval was finally granted in fall of the 2015-16 school year because of the Illinois budget situation. The ISA is given to students in grade 5 and grade 8 and to students who are enrolled in a high school biology course but do not already have a full-year biology credit.

The lack of a state budget at the time significantly delayed ISBE's ability to enter into contracts with vendors to create and administer the ISA, reducing the amount of time for producing the brand new statewide assessment to six months. The intention was for students to take the test online, utilizing an open-source testing platform that could potentially serve as an Illinois-supported alternative to other online testing platforms. The TAO platform was selected because

it had a strong open-source community of developers and had been built with language translation as a central feature, with the hope being that this could be utilized to provide native language assessment options. Breakthrough Technologies, the only North American authorized developer of the platform, was contracted to build and administer the ISBE Teach administration management and ISBE Learn secure testing systems. Work began November 1, 2015.

The 2016 assessment window opened on May 1, 2016, giving some districts limited time to administer the assessment before the conclusion of the school year. In addition, schools that utilized devices running Apple iOS operating systems experienced significant technology issues with the secure exam browser. The browser was eventually made to work on Mac computers, but it would not run on iPads in 2016. Districts that used iPads exclusively had to shift to paper administrations; these materials did not arrive in time in some places for students to be tested before the school year ended. Low participation rates in some schools and districts should not be interpreted as a lack of effort or diligence on their part in light of the obstacles some of them faced.

At the same time, ISBE began working on how to score the open-response items on the tests in a way that would provide value to and build the capacity of the field. ISBE partnered with Southern Illinois University (SIU) to develop a secure scoring system and to recruit and train educators and science experts to score the 1.3 million test items from the 2016 ISA. While discussions with potential scoring partners began in July of 2016 and an intergovernmental agreement with SIU was drafted shortly after, concerns over timely receipt of payments given the lack of a state budget delayed final execution of the agreement until January 31, 2017. Recruitment of educators and science experts began immediately, and training was conducted in February of 2017. Scoring for the 2016 assessment began on February 23, 2017, and concluded on July 25, 2017.

After scoring was complete, a process of data validation and quality review was completed to ensure:

- There was a single discreet record for each student;
- That raw scores and scale scores were being calculated identically using multiple methods and systems; and
- That consistent business rules were being applied for coding and suppressions of data (for example, suppressing scores from students who took the ISA in addition to the state's alternate assessment).

In addition, ISBE and SIU conducted psychometric work and standard setting on the results through the end of 2017. Only after this work was complete could data be aggregated and finalized. ISBE also built student roster reports and school and district summary reports to make full student data available to schools and districts online. ISBE made student-level results available to districts via student roster reports in the Assessment system in IWAS, ISBE's secure web application system, on December 1, 2017. School and district summary reports were made available on January 5, 2018, so that districts could preview their results before the statewide results were presented to the Board. ISBE previewed the state-level results to the public on January 12 in the board packet posted online. ISBE will release all of the aggregate results on the ISBE website at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx> and via a press release after the board meeting on January 17. Given the administrative challenges associated with the 2016 results, this data will not be integrated into the 2016 Illinois Report Card. However, 2017 science assessment data will be incorporated and displayed on the 2017 Illinois Report Card in 2018.

Table 1. 2016 Illinois Science Assessment Results (Percent Proficient)

Grade or Subject	All	EL	Not EL	IEP	Not IEP	Low Income	Not Low Income
Grade 5	57.5	17.1	60.7	25.5	62.3	42.5	72.6
Grade 8	61.1	18.5	63.3	24.0	66.2	47.0	73.8
Biology	40.8	6.3	42.8	11.8	44.1	24.5	53.2

Note: These are the percentage of students in each demographic group considered proficient and will not add up to 100 percent. Full demographic results are included as an attachment.

Overall, the results reflect a solid mastery of science in the “all students” groups in grades 5 and 8. Results are lower for the biology assessment. It is difficult with only one administration to explain the differences in performance at the different grade levels. There are multiple possible contributing factors, including, but not limited to, systemic challenges moving to integrated, standards-aligned curriculum at the high school level; increased complexity of the analysis and the synthesis required to solve problems at the high school level; possible differences in the tested pool of students¹; as well as the impact of known administrative issues. We see performance differences that are similar to assessments in reading and mathematics as we look across various targeted demographic groups, although performance in science is higher in general across the board.

Timeline for the Release of 2017 Results

Scoring of the 2017 results began on August 2, 2017, after a brief period of review and analysis on the overall process of scoring the 2016 results. Scoring concluded on November 14, 2017, an improvement in scoring time from 152 to 105 days. ISBE and SIU are following a data validation and quality review process nearly identical to the process utilized for the 2016 results, but this process is also occurring on an improved timeline. ISBE plans to make the student roster reports available to districts before February, but these data will be considered preliminary, as additional suppressions or changes may be made based on the results of the quality control reviews. The anticipated date of completion for this process is approximately February 2, 2018. School and district aggregate reports will be published after the data are finalized and aggregated and the results checked through multiple methods. The data will be released publicly at the Board meeting on February 14, 2018, assuming prior deadlines are met. This timeline offers schools and districts limited time to review their data before it is made publicly available, but is responsive to desires from the field to have access to the data as soon as it is available.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: These results help ISBE, districts, and schools to analyze performance for all students to determine areas of strength and improvement, as well as target areas for growth.

Budget Implications: None anticipated.

Legislative Action: None anticipated.

Communication: ISBE’s Illinois Science Assessment webpage will continue to provide communication resources regarding the 2016 results. Additional communications support materials, including FAQs, webinars and presentations, will be available as well.

¹ Grades 5 and 8 assess the entire student population, whereas biology is typically a student-selected course meant to fulfill a broader science requirement.

Pros and Cons of Various Actions

No action is required.

Superintendent's Recommendation

No recommendation is required.

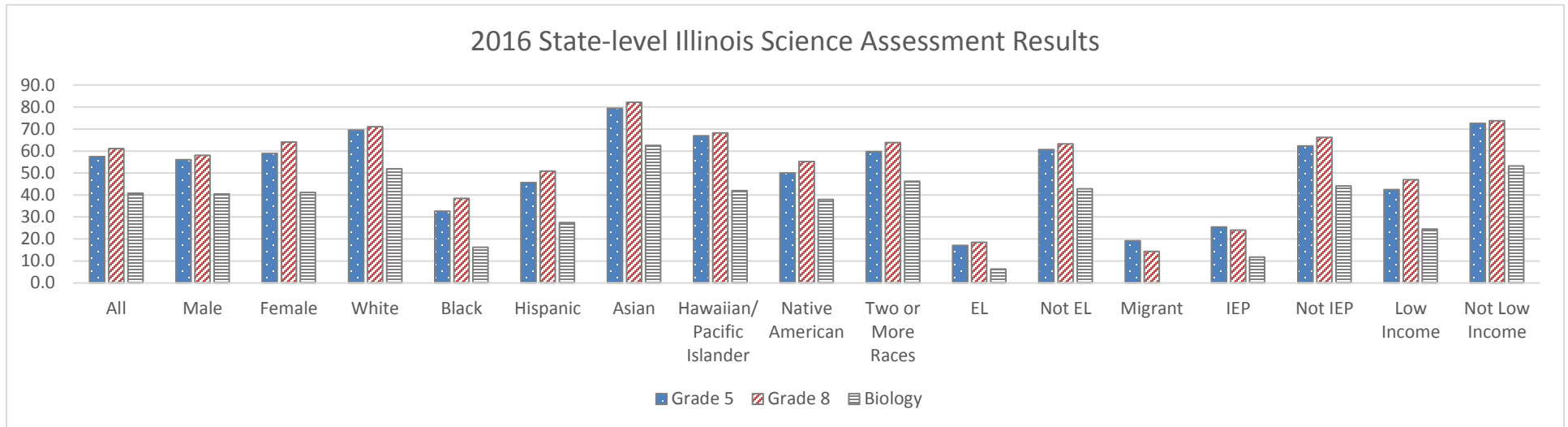
Next Steps

Upon Board review, agency staff will make the 2016 Illinois Science Assessment results for schools and districts available at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx> in an easily downloadable format and inform stakeholders of its availability.

2016 State-level Illinois Science Assessment Results

Grade or Subject	All	Mean	Male	Female	White	Black	Hispanic	Asian	Hawaiian/ Pacific Islander	Native American	Two or More Races	EL	Not EL	Migrant	IEP	Not IEP	Low Income	Not Low Income
Grade 5	57.5	300	56.1	58.9	69.5	32.6	45.7	79.4	66.9	50.0	59.7	17.1	60.7	19.2	25.5	62.3	42.5	72.6
Grade 8	61.1	300	58.1	64.1	71.1	38.5	50.9	82.1	68.2	55.2	63.8	18.5	63.3	14.3	24.0	66.2	47.0	73.8
Biology	40.8	300	40.4	41.2	51.9	16.2	27.5	62.6	42.0	38.0	46.2	6.3	42.8	0.0	11.8	44.1	24.5	53.2

All numbers except Mean (300) are percent of students proficient. Categories will not add to 100%.



FAQ

Illinois Science Assessment Scores

January 5, 2018, ISBE Office of Communications

1. What is the Illinois Science Assessment (ISA)? Who takes this assessment?

The Illinois Science Assessment is an online statewide student performance assessment that aligns to the [Illinois Learning Standards for science](#), which incorporate the national Next Generation Science Standards. Students take the assessment once per year in the spring in the fifth grade, eighth grade, and while taking their first Biology I course in high school. The test is untimed, but designed to take approximately one hour.

The ISA is designed to reflect classroom experiences. Students who have taken the ISA have said it seems more like instruction than a test. The ISA pushes students to apply their knowledge when they give answers instead of only filling in the bubble of a multiple-choice test, thus better preparing students for higher education and a career. All students deserve the opportunity to demonstrate what they know.

2. Why do students take the Illinois Science Assessment?

Federal accountability law requires that all students take statewide assessments in specific subjects and grades. Students must take an achievement exam in science three times between third and 12th grades. In Illinois, students take the Illinois Science Assessment in the fifth grade, eighth grade, and while taking their first Biology I course in high school.

The ISA provides educators and administrators with additional data to inform broad curriculum adjustments over time. The ISA helps families understand how well their students are performing academically in science. The ISA represents Illinois' commitment to preparing all students for college and careers, including in the high-demand science, technology, engineering, and mathematics (STEM) fields.

3. What is the timeline for releasing the scores?

The 2016 Illinois Science Assessment aggregate school-, district-, and state-level results are now available for district review in IWAS in the Assessment system listing. ISBE will preview the state-level results to the public on January 12 and will present the state-level results at the January 17 State Board meeting. ISBE will

release all of the aggregate results on the ISBE website and via a press release after that meeting. This timeline is intended to provide districts with time to review assessment results prior to any public release while being responsive to the desire from the field to access results as soon as possible. Printed student score reports for distribution at the district's discretion are being printed and will be shipped to districts by Southern Illinois University (SIU) later this month.

Scoring of the 2017 results began on August 2, 2017, and concluded on November 14, 2017 – an improvement in scoring time from 152 to 105 days. ISBE and SIU are following a process nearly identical to the process utilized for the 2016 results, but this process is also occurring on an improved timeline. ISBE plans to make the student roster reports available to districts in early February. ISBE will release the aggregate results to districts prior to the public release, which is tentatively set for February 14, 2018.

4. Why is the release of the scores delayed?

The task of creating and implementing a brand new test in six months, in combination with the lack of a state budget for more than two years, greatly impacted the timeline for administering, scoring, and reporting the 2016 ISA. The lack of a state budget significantly delayed ISBE's ability to enter into contracts with vendors both to create the test and to score the test. The performance level setting required in the first year of any new assessment also extended the normal timeline for releasing the 2016 ISA scores. We sincerely appreciate the continued cooperation of Illinois' educators and administrators in making each year of the assessment more successful than the last.

ISBE partnered with SIU to develop a secure scoring system and to recruit and train educators and science experts to score the 1.3 million test items from the 2016 ISA. Discussions with potential scoring partners began in July of 2016 and an intergovernmental agreement with SIU was drafted shortly thereafter, but concerns over timely receipt of payments due to the lack of a state budget delayed final execution of the agreement until January 31, 2017. Recruitment of educators and science experts began immediately and training was conducted in February of 2017. Scoring for the 2016 assessment began on February 23, 2017, and concluded on July 25, 2017.

After scoring was complete, ISBE and SIU conducted a process of data validation and quality review to ensure:

- A single discreet record for each student;
- Raw scores and scale scores were being calculated identically using multiple methods and systems; and
- Consistent business rules were being applied for coding and necessary suppressions of data.

In addition, ISBE and SIU conducted psychometric work and standard setting on the results through the end of 2017. Only after this work was complete could data be aggregated and finalized. ISBE also built student roster reports and school and

district summary reports to make full student data available to schools and districts online. ISBE made student-level results available to districts via student roster reports in the Assessment system in IWAS, ISBE's secure web application system, on December 1, 2017.

5. Will the 2016 and/or 2017 ISA results appear on the Illinois Report Card?

Given the technical challenges associated with the 2016 ISA administration, the 2016 Illinois Report Card will not include these results. However, the 2017 Illinois Report Card will incorporate the 2017 ISA results in 2018. The 2016 ISA results will be available to the public on the Illinois Science Assessment page on the ISBE website at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>.

6. What are the ISA performance levels? How were those decided?

The ISA performance levels indicate student understanding of the Illinois Learning Standards in science for their grade level.

The State Board approved the Illinois Science Assessment threshold scores and performance levels descriptors at its public regular business meeting on Aug. 16, 2017.

Illinois trusts the judgments of those closest to the students and the content. ISBE employed a widely used standard-setting methodology that engages subject-matter experts in determining the performance levels. The ISBE Standard-Setting Committee for the ISA was composed of Illinois science educators chosen for their content area expertise, familiarity with the Illinois Learning Standards in science, and experience working with diverse student populations. Some committee members also had experience in the development of other large-scale assessment programs.

The State Board approved two performance levels for the ISA, Proficient and Not Proficient, with different threshold scores for each grade-level test, based on the recommendations of the ISBE Standard-Setting Committee for the ISA and an impact data analysis.

	Grade 5	Grade 8	High School
Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)	296	293	307

7. Will students receive individual score reports? What will these reports contain?

All school districts will receive paper Individual Score Reports for the 2016 and 2017 ISA in early 2018 for each student tested. School districts have the discretion

whether and when to distribute the score reports to students and families. The score reports will contain the student's individual performance level (Proficient or Not Proficient) and scale score compared to average scale scores at the school, district, and state levels.

8. How should districts, schools, educators, and families use these scores?

The ISA provides educators and administrators with additional data to inform broad curriculum adjustments over time in order to better align instruction with the Illinois Learning Standards in science. Because the ISA is a relatively short and summative (rather than formative) assessment, ***the results are not intended for classroom educators to make teaching decisions for individual students.***

The ISA helps families understand how well their students are performing academically in science. We encourage families to talk with their children about the importance of doing their best in science generally, while communicating that the ISA yields only one piece of information about them and their school's progress. Students' attendance, classroom work, homework, projects, performance on local tests, participation in sports and extracurricular activities, and contributions to the school's climate and culture all help students grow and learn.

The ISA provides data for the state to ensure Illinois students build a cohesive understanding of science over time.

9. Why is the 2016 participation rate so low?

The 2016 assessment window opened on May 1, 2016, giving some districts limited time to administer the assessment before the conclusion of the school year. In addition, schools that utilized devices running Apple iOS operating systems experienced significant technology issues that required converting to a paper administration. In some places, paper materials did not arrive in time for students to take the assessment before the school year ended. ***Low participation rates in some schools and districts should not be interpreted as a lack of effort or diligence on their part in light of the obstacles some of them faced.***

The statewide 2016 participation rate is 93.1 percent. ISBE worked with school districts in the time between the 2016 and 2017 ISA administrations to address technology issues, as well as improve the testing platform. The preliminary participation rate for the 2017 ISA shows a significant statewide increase to 95.9 percent.

10. Will Illinois continue to administer the ISA?

Yes. Federal accountability law requires students to be assessed in science.

ISBE will continue to improve test administration and the ISA testing platform. Building the assessment in Illinois from the ground up has allowed ISBE to innovate

on the traditional assessment model, while maintaining quality and reducing costs. ISBE developed the ISA through new methods and by forging new partnerships. The Office of the State Superintendent in the District of Columbia provided the initial test items aligned to the Next Generation Science Standards for inclusion in ISA, which also aligns to the Illinois Learning Standards. The ISBE Information Technology Division created a new assessment administration user interface that automatically updates student records in near real time and replaces the time-intensive manual rostering required by other assessment programs. ISBE partnered with Illinois-based software company BreakThrough Technologies to develop the ISA using software from an open-source platform, resulting in the elimination of licensing fees and significant resource savings.

Next, ISBE will partner with teachers throughout the state to develop new items and build capacity for teachers to develop high-quality formative assessment items in their classrooms. ISBE will transition over the next few years to the use of test items developed primarily by Illinois practitioners, utilizing the wealth of knowledge within Illinois and providing rich professional learning opportunities for Illinois educators.

11. When will students take the 2018 ISA?

The exact day students take the 2018 ISA depends on the school district. The statewide ISA testing window opens March 1, 2018, and closes April 30, 2018.

12. How will the ISA factor into school and district accountability under the new Illinois Every Student Succeeds Act Plan?

The percentage of students scoring in the Proficient performance level will be reported as a part of the overall accountability system beginning with the 2018 administration. However, the ISA will not count toward a school or district's overall summative designation or eligibility for comprehensive or targeted supports until the 2020 school year, when its weight will increase from 0 to 5 percent of each school and district's balanced accountability rating.

13. What are the key takeaways about student performance on the 2016 ISA?

Overall, the statewide 2016 ISA results reflect a solid mastery of science in the "all students" groups in grades 5 and 8. Results are lower for the biology assessment. It is difficult with only one administration to explain the differences in performance at the different grade levels. There are multiple possible contributing factors, including, but not limited to, systemic challenges moving to an integrated, standards-aligned curriculum at the high school level; the increased complexity of the analysis and the synthesis required for students to solve problems at the high school level; possible differences in the tested pool of students; and the impact of known technical issues with the assessment administration. We see performance differences that are similar to assessments in reading and mathematics as we look

across various targeted demographic groups, although performance in science is higher in general across the board.

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ILLINOIS STATE BOARD OF EDUCATION MEETING
January 17, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education *Ans*
Karen Corken, First Deputy Superintendent *KJC*

Agenda Topic: 2018 Legislative Session

Materials: None

Staff Contact(s): Amanda Elliott, Co-Director of Legislative Affairs
Sarah Hartwick, Co-Director of Legislative Affairs

Purpose of Agenda Item

The purpose of the agenda item is to give an update to the Board on the 2018 spring legislative agenda.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Background Information

2018 Spring Session

Legislative Affairs staff has been working with agency divisions to develop language and seek sponsorship for the legislative proposals for the 2018 Spring Legislative Session approved by the Board in September of 2017. These proposals are as follows:

Subject: Districts of Innovation

Division: Superintendent

Executive Summary: This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and administrative practices or alternatives to existing ones with the intention of improving student learning and performance.

Subject: Obsolete and Duplicative Bill

Division: Multiple

Executive Summary: This initiative would be a continuation of ISBE's efforts to streamline School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code.

Subject: Licensure

Division: Educator Effectiveness

Executive Summary: This is a continuation of past ISBE efforts to streamline the licensure process in Illinois. Possible changes include changing the professional development provider audit process, allowing educators with lapsed licenses (for failure to record professional development) the ability to obtain a substitute teaching license, streamlining out-of-state reciprocity for specific licenses, and other cleanup items.

Subject: ESSA

Division: Various Divisions

Executive Summary: This proposal will incorporate all the legislative changes necessary to implement Illinois' ESSA State Plan.

Subject: Postsecondary and Workforce Readiness Act Expansion

Division: Innovation and Secondary Transformation

Executive Summary: Expand provisions within the Postsecondary and Workforce Readiness Act to encourage increased participation. Possible expansion provisions include increasing the limit of districts allowed to participate, allowing cooperative applications to apply, exploring options for incorporating proficiency-based diploma standards, and others with the goal to increase learning options for children and prepare them for citizenship by engaging the community with the high school experience.

Subject: Income Tax Exemption and Student Loan Forgiveness for Teachers

Division: Educator Effectiveness

Executive Summary: This proposal would allow Illinois teachers to be exempt from state income tax. The bill would also include student loan forgiveness for teachers in Illinois.

Subject: At-Risk Student Support

Division: Legal

Executive Summary: This is a redraft of HB 3784. The initiative will address two issues that impact students considered at risk for dropping out of school. Currently, students who fail to meet minimum attendance or academic standards may be dropped from a district's roster for non-attendance reasons. Removing these provisions in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that these at-risk students graduate from high school ready for college and career.

Subject: School Construction and School Maintenance Grant

Division: School Business Services

Executive Summary: This bill would incorporate changes into the School Construction Law and School Maintenance Grant to streamline and clarify the process for ISBE and districts.

Superintendent's Recommendation

The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes the following legislative proposals to move forward with these agency-initiated proposals for the spring 2018 legislative session:

- Districts of Innovation
- Obsolete and Duplicative Legislation
- Licensure
- ESSA-Related Legislation
- Postsecondary and Workforce Readiness Act Expansion
- Income Tax Exemption and Student Loan Forgiveness for Teachers
- At-Risk Student Support
- School Construction and School Maintenance Grant.

Next Steps

Staff will work to finalize sponsors and language to be ready for filing.